DOCUMENT RESUME

ED 160 519	SO 011 207
TITLE	Measurement of Affect and the Humanizing of Instruction. Part II, Instrument Development and Use. Final Report of the Interstate Educational Resource Service Center Affective Education Project.
INSTITUTION	Interstate Educational Resource Service Center, Salt Lake City, Utah.
PUB DATE	[73]
NOTE	646p.; Not available in hard copy from EDRS due to small print size of much of the original document; For related documents, see SO 011 206-209
EDRS PRICE	MF-$1.16 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	*Affective Objectives; Cooperative Programs; Data Analysis; *Educational Assessment; Educational Needs; Elementary Secondary Education; *Evaluation Methods; *Humanistic Education; *Measurement Instruments; Program Development; Projects; Questionnaires; Rating Scales; Self Concept; Statistical Analysis; Student Attitudes; Summative Evaluation; Tables (Data); Teacher Attitudes; *Test Construction; Test Results; Values

ABSTRACT

Development and use of instruments and procedures to measure affective aspects of educational programs are described. The document is part of a final report of a project to humanize education by helping schools identify affective priorities and measurement needs. The document is presented in three sections. Section I describes measures developed to collect affective data from students. Specifically, it reviews procedures involved in identifying constructs for measurement, development of the item pool, procedures of data analysis, and test results. Section II presents materials designed to aid teachers in observing and recording affective behavior in the school or classroom. Topics discussed are creation of an affective behavior checklist, use of the checklist by teachers to collect the data, checklist revisions following data analysis, instructions for use of the checklist, and suggestions for uses of information collected. Section III examines development and testing of a questionnaire dealing with teacher attitudes, philosophy, practices, and perceptions of the school climate. Tables of data are appended to each section. (DB)

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MEASUREMENT OF AFFECT
AND THE
HUMANIZING OF INSTRUCTION

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PART II

INSTRUMENT DEVELOPMENT
AND USE

Final Report of the Interstate Educational Resource Service Center
Affective Education Project

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Produced with funds provided under the Elementary and Secondary Education Act of 1965, Public Law 89-10, Title V, Section 505.

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PART II

PREFACE

This part of the final report of the Interstate Educational Resource Service Center's Affective Education Project is concerned with the development of the affective measurement instruments and their use. Student self-report instruments, a behavioral observation system, and a teacher attitude questionnaire were developed for the project. Included in this part of the report is the description of the process for developing each of these, the statistical analysis of the data collected from the spring, 1973 administration, and recommendation's for their use.

We would like to acknowledge the invaluable assistance given us by the schools which participated in the data collection process by allowing their students to respond to the affective instruments, as well as the hundreds of teacher, parents, students, and administrators who helped us define the affective goals and measurement needs.

Also, the personnel of the Data Processing Division of the Utah State Board of Education, and Marvin Perry, in particular, are to be thanked for their generous cooperation in helping us with the vast undertaking of scoring and analyzing the data. Richard Keene of the Research Division was also very helpful in the data analysis efforts.

Two consultants, Dr. Robert Ellison and Dr. Steve Murray, deserve sincere gratitude for their assistance with the statistical analysis. We are also grateful to Dr. David Nelson who assisted us with the data collection.

Our secretaries, Mary Lee Dudley, Angela Dallin, and Anita Jakins proved to be indespensable and are sincerely appreciated.

PART II

Introduction and Overview

The main purpose of the Affective Education Project of the Interstate Educational Resource Service Center was to identify and develop instruments and procedures for affective measurement in education. Part III of the final report presents the workshop and procedures for working with schools in the identification of affective goals and measurement needs. Part IV reports the search for existing affective instruments that might be suitable for use in educational measurement or as a resource (for items, format, etc.) in the development of instruments and procedures. This part (Part II) reports the activities and results of efforts to develop and test affective measurement instruments and procedures.

Part II is divided into three sections. Section 1 is concerned with Student Self Report measures. Section 2 presents materials designed to aid teachers in observing and recording affective behavior. Section 3 reports the development and testing of the Teacher Attitude Questionnaire.

A great many problems confront anyone concerned with affective measurement. It would not be possible to present these problems in detail in this report, or the struggles of the IERSC staff in confronting and attempting to resolve these problems.

The first problem is that of definition. What is affect? What aspects or areas of human behavior does it encompass? How can it be defined in terms that are meaningful to teachers and others who are responsible for its implementation in education? Some broad parameters must be established for the affective area prior to the identification of affective goals.

An attempt was made to develop a working definition of the affective domain as a guide for goal setting and measurement on the affective project (See "Toward a Definition of Affect in Education", Appendix C, Part III, of this report). This definition was tested and its utility confirmed throughout the project with teachers in cooperating schools.

The second problem is the identification of affective goals, priorities, and measurement needs. To insure the measurement would be responsive to the needs of schools in the eight state area served by the Center, it was essential that a close working relationship be established with schools representing a broad sample of the school population in the Rocky Mountain area. The Affective goals and measurement priorities which served as a basis for instrument development were identified through a search of the literature, through a review of the educational goals of over forty states, and territories of the United States (See the report, "Affective Goals of Education," Appendix C, Part III of this report), and, primarily, through workshops and follow-up contacts with several hundred teachers, students, and parents in over thirty schools in six states.

Identification and definition of goals and objectives is only a first step, but a very necessary first step, in the development of measurement strategies and procedures. Decisions must be made regarding the purpose of the measurement, the intended use of the data, the best sources of data, methods of data collection, etc. The positions taken by the IERSC staff early in the project with regard to affective measurement is presented in the paper, "Affective Measurement in Education," in Appendix C of Part III of this report.

In the search for affective measurement instruments, it soon became apparent that in spite of the fact that there are an estimated 10,000 such instruments in existence, very few were developed for use in education. Most were developed for psychological measurement, personality assessment, or to test someone's pet theory. A great many were used only one time to collect data for doctoral dissertations. (See Part IV of this report for a summary of the instrument search.)

It was recognized early in the search for instruments, that if education's affective measurement needs were to be met, someone in education would have to undertake a systematic effort to develop and test instruments specifically designed for use in education. With the limited staff on the IERSC project (two full-time staff for the bulk of the project), however, and the short time available for its completion, it would not be possible to conduct an extensive and comprehensive development effort. Decisions would have to be made regarding priorities, and allocation of very limited staff time.

It was decided that the primary thrust would be toward the development of instruments for collection of data from students regarding their feelings, attitudes, and perceptions. The second priority would be the development of materials to aid the teacher in the collection, organization, and interpretation of their observations of students on a day-to-day basis in the classroom.*

Decisions also had to be made regarding the purpose of the measurement. It was decided that first priority should be given to needs of the student in the classroom and the teacher who would have the primary responsibility for developing and carrying out a program to meet his needs. Second priority would be given to program evaluation needs.

From the standpoint of measurement consideration, it would have been been more desirable to focus narrowly on one small aspect of affective behavior in the development of measurement instruments. A more thorough and complete job of instrument development could have been accomplished, and a small number of refined instruments produced. The needs of schools for measurement of many different aspects of student affect, however, dictated a more comprehensive approach. It was decided that less refined instruments covering a broader range of affective measurement would be of more value to schools at this point in time than a small number of more refined instruments covering a narrow aspect of affective measurement.

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*The major responsibility for this effort was assumed by Jane Wight, a part-time staff member.

The same considerations applied in the development of Affective Observation Materials (Section 2, Part II). These were designed as an aid to teachers in more systematically collecting, recording, and interpreting their observations of affective behavior in the school and classroom. The development of these materials followed the developmental design of the self-report measures. The same affective categories were used in both sets of materials, for compatibility between the two, and to some extent, an attempt was made to select items for the self-report measures and descriptors of behavior for the affective observation guides with similar or identical content.

It became apparent in working with school staffs in many different schools that it would be useful to have an instrument to identify and surface staff differences in teaching philosophy, in assumptions about learning and the learner, and in teaching practices. Such an instrument was designed to discriminate between teachers who lean toward an affective humanistic teaching orientation and those who lean toward a traditional, academic orientation (Section 3 of Part II).

Each section of the report presents a summary of the procedures followed in developing and testing the measurement instruments, the results of data analysis, recommended use of the measures, and recommendations for further development.

Non-IERSC Instruments

One purpose of the affective instrument search conducted by IERSC staff was to identify instruments that might be useful in their present form for affective measurement in education. Ideally, these would have been administered and tested in cooperating schools as a part of the Affective Project, but this was precluded by limitations of staff and time. The results of the search appear in Part IV, Search for Affective Instruments, of this report. The instruments presented in the Survey List in Part IV range from widely-used, published, standardized instruments to unpublished, seldom-used instruments with no normative or other psychometric data.

Some of the latter instruments appear to be promising, however, for a number of reasons. Many have interesting, creative formats, acceptable face validity, and appear easy to administer, score, and interpret. Several would appear to have potential for further use and development, but primarily because of lack of knowledge of their existance, they may seldom be used. Twenty-one such instruments are listed below. We are not recommending their use per se, but suggest they be examined by interested researchers as one alternative to developing new instruments or selecting more traditionally-used ones. To conserve space and highlight instruments with little exposure, the list does not include the better known, more widely-used instruments. (Refer to Part IV, Search for Affective Instruments, Survey List of Affective Instrument Descriptions, for a complete listing of the instruments reviewed and the source address and author of those listed below):

Card Index Number	Instrument Title
0075	Attitude Toward Learning
0114	Attitude Toward School

Card Index Number	Instrument Title
0149	Attitude Toward Self and Others
0268	Cross Cultural Attitude Inventory
0361	Ethnic Attitude Measure
0437	Gumpgookies - A Test of Motivation to Achieve in School
0521	Immediate Attitude Toward School
0645	Minnesota School Affect Assessment
0728	Pennsylvania Assessment of Creativity
0823	Pupil Attitude Schedule
0843	Rating of Changes
0882	San Diego County Inventory of Reading Attitude
0896	School Attitude Survey
0928	Self-Acceptance Scale
0936	Self Concept
0937	Self Concept - North Carolina Advancement School
0940	Self Concept as a Learner
0947	Self Concept Scale
0948	Self Concept Differential
1184	Val-Ed-A Firo Scale
1220	When Do I Smile

PART II

SECTION 1

STUDENT SELF-REPORT MEASURES

The student self-report measures were developed to collect affective data from students. This section reports the procedures followed in developing and testing the instruments used to collect such data, and the results of data analysis. The products of the study are not presented in the form of finished, polished instruments ready for administration on a wide-spread basis. Instead, the stage of development and refinement of subscales is reported, with recommendations for use and further development. Many subscales could be used in their present form with a high degree of confidence. They are composed of enough items to provide stability (i.e. they show high reliabilities) and appear to have considerable construct and face validity. Others have lower reliabilities and too few items to be used with confidence. These are identified and discussed in this report.

The problem of constructing instruments is related not only to the relative degree of refinement of subscales, but to the manner in which they are to be combined in instruments for administration. These decisions would have to be made by potential users, or at least on the basis of input from potential users, regarding measurement needs and priorities. Certain measurement considerations should also dictate combinations of subscales, for further development and testing. These will be discussed in this section.

Extensive tables are included in the appendices of this section for the user who would like to conduct his own analysis of the data or for those who would like to check the analysis and conclusions of of the IERSC staff. These tables would be useful both to the user who plans to develop his own instruments using these subscales as a basis, and particularly for the user who would like to continue with the development and refinement of these measures.

Section 1 is divided into two parts. The first deals with the developmental procedures involved in the identification of constructs for measurement, the development of the item pool, and all the various subsequent procedures of data analysis. The second part of this section then discusses the results obtained in the corresponding procedural steps previously described in detail.

Procedures

The general design employed in the construction of the self-report measures involved the following phases or steps:

1. Identification of the affective constructs to be the focus of measurement;
2. Selection or writing of items relevant to the measurement of such constructs;
3. Conceptual grouping of items for data collection;
4. Data collection;
5. Determination of empirical sub-groupings of items through factor analysis;
6. Construction of subscales based on factors, item intercorrelations, and conceptual combinations of items to obtain final item groupings and scoring keys.
7. Scoring of student questionnaires;
8. Assessment of internal consistency of each subscale derived in phase six;
9. Assessment of construct validity through examination of the interrelationships among subscales and relationships to teacher ratings;
10. Determination of relationships of subscales to achievement scores and demographic variables;

The following chapter will discuss these phases in detail as they pertain both to procedural technicalities and results. The data analysis results will be presented in quite a complete and detailed form to avail the reader of the information from which we drew our conclusions. Since this portion of the report is both bulky and technical in nature (and since it is assumed that some readers may not be interested in this type of treatment), the summary of our procedures (i.e. of steps 1 through 10) in part I of this report may provide an alternate source of essentially the same information.

Development of Item Pool

The search for affective instruments (described in Part IV) yielded a number of instruments purporting to measure affective variables of interest to cooperating schools. These instruments served as resources for developing an item pool, identifying affective constructs, and selecting instrument formats.

Items from selected instruments were consolidated into item pools for three general affective areas defined as important by project schools: (1) attitudes toward school; (2) self concept; and (3) interpersonal relations. Items in each of these areas were categorized according to a particular focus or core concept they appeared to measure. Staff members independently categorized items and compared results.

After building several major categories of items for each area, attempts were made to name the category or construct the items appeared to measure. These "constructs" were checked against any available literature or research into that particular variable and with the affective goal descriptions defined by project schools to insure that as many important aspects as possible were covered by the categories. The affective goal descriptions developed by teachers in workshops served as an additional check that individual items conceptually fitted the construct or category under examination. These goal descriptions (see Part I for further discussion) detailed descriptions of how teachers reported they thought a student would be doing, thinking, feeling, etc. if he were achieving a particular goal.

Existing instruments identified in the instrument search were again reviewed to check the overlap between the constructs in these instruments and those which emerged from our independent efforts. Items were selected or rewritten to supplement the categories, and new items were generated for categories as necessary. A basic criterion for writing, selecting, or modifying items was that they be as straightforward and simply worded as possible.

After this developmental and preliminary review of the item pool, a broad ranging review of pertinent data collection problems was undertaken. Key adjectives and adverbs were selected from these items to form word lists. Students from various grade levels in local schools were asked to check words or phrases they would use to describe themselves, their teachers, or friends. They were also asked to indicate the words they didn't know or the meaning of which they were uncertain about.

These word lists were administered in several ways. Some students were asked to indicate how useful or meaningful the words were in describing someone they either liked or disliked. They used a check list for each word with scale possibilities ranging from "extremely useful or meaningful" to "not at all meaningful or useful". Also included was a column for them to indicate if they didn't know the word or phrase. Other students were given a simpler form asking them to indicate whether they didn't know the word. In addition, several age groups were asked to brainstorm lists of words they felt were meaningful in describing people they liked or disliked. These lists were compared with the lists constructed from our item pools. Based on the results of these vocabulary checks and the frequencies with which students indicated how useful they felt a word or phrase to be, items in the various categories were modified or omitted.

Trial instruments were devised combining the constructs into four general instruments of nearly 200 items each. These instruments were administered to a sample of 4th and 7th grade students in two states. Students were asked to fill out the instruments according to: (1) how they felt about school; (2) themselves (i.e. self concept); and (3) interpersonal relations (i.e. friends). They were also instructed to circle any word or sentence that was unclear or that they did not completely understand. Problems with the written instructions and the amount of time students needed to fill out the instruments were noted.

Discussions were held with various class groups to analyze the items and instruments. Students were asked to rewrite or add additional items. Several discussions focused on how meaningful they felt such information was about their attitudes toward themselves or school. Students also made suggestions about items they felt could be omitted.

The instruments were revised based on these trial administrations, additional vocabulary checks and suggestions from teaching staffs and counselors. Items were rewritten, omitted, or added as necessary. Fifteen instruments were constructed from the now extensively revised item pool (See page   of this section for listing of subscales included in each instrument): These instruments contained a total of 718 items.

01-02	General Attitudes Toward School
03	General School Climate
04	Need for Change Regarding-General School Climate
05	Self as Learner, Self in School
06-07	Teacher/Student Relations
08-09	Teaching Practices, Teacher-Class Relations
10	Role of Teacher-Student
11	Self Esteem, Emotional Stability, Coping, Optimism
12	Openmindedness, Flexibility, Judgment
13	Abilities, Talents, Values
14	Motivation for Learning, Work Orientation, Responsibility
15	Individuality, Self Direction, Independence
16	Interpersonal Effectiveness
17	Concern for Others, Empathy, Tolerance
18	Relations with Others, Social Responsibilities, Sociability

These general areas constituted the focus of measurement of our original battery of tests. The test numbers presented here were devised for coding for data analysis purposes. Where two numbers exist for one test it was to separate tests which were primarily the same with the exception of slight differences in item wording or directions. These differences were needed to keep the instruments consistent with the different situations and understanding of elementary vs. secondary level students. For example, secondary students have an assistant principal as well as a principal while elementary students have only a principal, etc.

Description of initial test forms:

All of the forms employed Likert-type scales of various sorts. Continuums of agreement, importance of change, true-ness, and similarity of statements to self were utilized. All scales were divided into five discrete response alternatives to which students responded by circling a letter (A-E) or a number (1-5) or by filling in answer sheets accordingly. Six of the tests were answered directly on the forms themselves and the remaining eight were answered on IBM answer sheets. Information about grade, sex, school, and state were sometimes indicated by students on the forms and other times derived from the records kept of data collection procedures. There were fifteen "tests". Of the 15, some had slight variations (described above) minor enough that we considered the instruments with two numbers to be equivalent forms for data analysis purposes.

Two tests, tests 03 and 04, were included on the same form. The 61 items were centered on the page with separate scales on the left (test 03) and right (test 04) margins. On the left the students indicated degrees of agreement and on the right they indicated their need for change or improvement of each statement (which essentially described various conditions that could prevail in a school setting). Thus, all totaled, the original battery constituted 14 forms which represented 15 "tests".

Data Collection Procedures

The test forms were administered to school children in grades four through twelve in Utah, Colorado, and New Mexico (with some second and third graders in Colorado). The main sampling concerns were around the grade level of the students to be tested and individual tests and test-combinations to be administered. The ideal would have been to have all students in our sample respond to our total battery of tests, but this ideal was not feasible. Second to this, it would have helped to have had all possible test pairs represented by a sizeable sample. Again this was not realized because of the magnitude of the task (i.e., 210 test combinations). The alternative we chose was to attempt to see that important test-pairs were administered to sizeable samples. Thus, judgments were made and tests were administered accordingly. It was hoped that we could sample both elementary and secondary school levels adequately and that we could acquire ample data on each test and selected test combinations. This latter consideration emerged from the practical constraint involved when so many tests were being administered. It was felt that two of the large tests (61-80 items) and possibly three or four small tests would be a maximum number that would be possible to administer to any given student in the time period allotted. (i.e., usually 1 class period). The test-combination decisions were based on the judgment of the project staff as to which possible relationships among tests would most likely be needed for inspection at a later date, for validity purposes mainly. The total number of students tested was 5,363.

TABLE 1

Number of Students Tested By Test-Pairs and Level

TEST #	01-02	03	04	05	06-07	08-09	10	11	12	13	14	15	16	17	18
01-02	1833														
03	--	1000													
04	--	964	965												
05	209	138	139	959											
06-07	302	--	--	71	768										
08-09	36	--	--	28	--	440									
10	366	--	--	17	40	--	787								
11	647	84	84	36	245	61	199	977							
12	138	286	280	254	--	--	--	--	802						
13	236	236	229	177	129	27	56	41	385	810					
14	561	388	--	205	133	-	230	264	92	79	1246				
15	161	178	172	40	115	--	88	--	--	--	315	315			
16	174	--	--	125	18	183	23	26	--	--	51	51	636		
17	219	96	93	22	83	--	47	53	--	24	--	--	81	568	
18	330	--	--	--	106	18	107	134	--	--	--	--	--	128	761
LEVEL															
ELEMENTARY	926	298	281	297	464	79	222	462	268	143	411	516	130	130	397
SECONDARY	907	702	684	662	304	361	565	515	534	667	835	439	506	438	364

TABLE 2

Description of The Total Sample (N= 5,363)

Descriptor	N	Total*
Males	2590	5195
Females	2605	
Utah	2518	5361
Colorado	1059	
New Mexico	1784	
Grade 2	1	5192
" 3	9	
" 4	604	
" 5	802	
" 6	802	
" 7	748	
" 8	818	
" 9	671	
" 10	332	
" 11	310	
" 12	97	

* Discrepancies from the total of 5,363 are due to missing data on these indices.

Table 1 summarizes the number of students tested for each instrument (i.e., diagonal values), for each test pair, and at elementary and secondary levels. From this it can be seen that each test was administered to a sizeable sample, while the numbers in the different levels per test and for each test-pair combination varied considerably. The proportions of the total sample that represented the three states, the sexes, and the exact grade levels are presented in table 2 .

From table 2 it is apparent that the total sample was approximately evenly split in terms of representativeness of the sexes. There were

2590 boys and 2605 girls. Schools in Utah constituted the largest state sample (2518 vs. 1059 in Colorado, and 1784 in New Mexico). In terms of grade levels, Elementary and Junior High school samples were both larger than the High School sample.

The tests were administered in several ways. Sometimes the teachers of classes distributed the instruments, gave general and specific instructions, and supervised testing sessions. Other times project staff carried out these procedures. The instructions for each test form were included with the items, so they were essentially self-administered with the exception of the role the test administrator played in making sure instructions were understood (especially at lower grade levels).

Data Analysis Procedures

Upon receiving the completed answer sheets and test forms a screening process to delete missing data was undertaken during the proofing and coding of forms for key-punch or optical scanning. Roughly, a form was deleted if it was not at least 2/3 complete. At this point in time numbers were assigned to the test type, school type (elementary, junior high, etc.), state, sex, specific school, and teacher of each student. The grade of each student as well as a student number were also recorded on each incoming form. These demographic variables were employed in analyses to be described later in this report.

Following these initial phases the following data analysis steps were undertaken:

1. Factor analysis of item responses
2. Conceptual categorizations of items
3. Calculation of subscale scores
4. Item analysis (item subscore-total correlations)
5. Reliability assessment
6. Subscale distributions
7. Subscale intercorrelations
8. Correlations of subscales with teacher ratings of students, achievement scores and demographic variables

Factor and Conceptual Analysis

Three factor analytic computer programs were available at the beginning of data analysis. Each was explored on a trial basis to assess utility for the project. The decisions involved in choosing among the programs, (Guertin & Bailey, SPSS, and Factor, at University of Utah) rested on more basic considerations that derive from the technicalities inherent in factor analysis. Examples of such technicalities include estimation of commualities, the number of factors to rotate, the type of rotation procedure (oblique or orthogonal) and if the rotation was to be oblique the criterion to use needed to be estimated. These considerations all have a bearing on the number of factors that would ultimately be derived as well as the suitability of the solutions derived. The Guertin and Bailey and SPSS factor programs were not used because they seemed more cumbersome in terms of estimating the number of factors to rotate and the criterion to use in oblique rotation, respectively

It could be argued that oblique rotation should be used with data that was expected to contain correlated constructs. An analysis of the factors from both oblique and orthogonal rotations, however, indicated that one was no better than the other for the prupose of this analysis (i.e., inputs to decisions regarding composition of subscales). The oblique rotation forced constructs that were conceptually different but correlated into the same factor. The orthogonal rotation resulted in a number of factors that trailed off into single item factors or factors that conceptually were difficult to interpret. Since neither provided any consistent advantages over the other in constructing subscales, the decision was based on practical considerations. The procedure employed for the project was a principle components analysis and a varimax rotational procedure that rotated factors with eigenvalues of 1.0 or greater.

Since factor analysis typically requires large sample sizes in relation to the number of variables included in the analysis, the factoring of items was done independently for each of the 15 tests. Also, in most cases the number of students tested at elementary and secondary levels for each test was substantial enough to factor each level independently. Tests 08-09, 13, 16, and 17 were the exceptions to this rule, so the secondary level only was factored, since the elementary samples were too small. The purpose of separating the levels was to check primarily on the differential factor structures that may emerge in terms of numbers and content of factors. Should differential patterns of responding become evident different interpretations and applications would naturally be required.

The focus of this analysis was to formulate an empirical basis for grouping items that share a common core (factor). Essentially, such grouping could have been done conceptually with some empirical checks (i.e., item - total correlations) leading to revisions of the conceptual scheme. Our procedure was to use factor analysis as a basis for the original grouping of items. Then we proceeded to modify such groupings by a conceptual methodology -- placing items together according to their perceived "common core". Or, in other words, they were re-categorized according to the construct the items seemed to be measuring. In some cases the groupings provided by the factor analysis were unmodified and the set of items was retained as a measure of a given construct. In such cases items were selected according to their strongest factor loadings, since there were many cross-loaded items, and the factor was named consistent with the items which had the highest loadings. In the case of other constructs the groupings were formed completely by conceptual means and checked by looking at the average item intercorrelation of any given set thus constructed. The picture is one of a constant interplay between empirical and conceptual inputs, and conceptual groupings were not used without empirical verification.

The elementary and secondary data for most instruments as mentioned above, were factored separately. Part of the process of formulating item groupings, or subscales, thus involved the integration of the two sets of data into decisions concerning the similarity that existed or did not exist in the response patterns across grade levels.

This integration of the two sets of results was done conceptually as part of the overall process of interpreting, naming, and revising factors. Once we found evidence for similarity in the factor structures of the two levels we could have merged the data and factored the entire sample again per test. We did not do this. Generally, we concluded the two levels responded similarly enough to the items to warrant a single scoring scheme - utilizing the same set of constructs for all students regardless of grade level, except for test 10 which appeared to be too difficult for elementary students. The evidence for the soundness of our conclusions is most completely summarized in the differential reliabilities (internal consistency) calculated for the two levels per subscale (Results, Tbl.6). The picture is generally one of stability across the two levels. Thus most data analysis procedures that followed the factor analysis (except reliability assessment and some norms) were conducted on both levels combined.

To present the original factors would be unfeasible given the large number of tests (which each were factored twice) and the even larger number of factors which emerged from the analyses. After the lengthy and highly detailed process of interpreting factors and deciding on final item groupings the 15 tests yielded 130 item groups or subscales. The titles of these subscales and the number of component items are presented in table 3 . The variable number is one derived from certain computerized analyses, and will be used throughout the report to identify respective subscales.

Scoring

Following the decisions about item groupings scoring procedures were developed. The scales were named so high scores on any scale reflected greater amounts of the attribute implied by the title, be it negative or positive or neutral. Values of 1 - 5 or 5 - 1 were assigned to the five alternatives of each item in the battery. Total scores for any given subscale were a simple sum of the weights assigned to the alternatives of the items within the subscale depending, of course, on which alternatives were chosen by the respondents.

In connection with scoring, it should be pointed out that some middle-range scores for any given subscale may be obtained by the students because of an inconsistent pattern of responding. Item alternatives

TABLE 3

SUBSCALES DERIVED FROM ANALYSIS OF TEST BATTERY

TEST	SUBSCALE	SUBSCALE TITLE(number of items)
01-02	5	General Attitude Toward School (8)
	6	Attitude Toward Own School (4)
	7	Perceived Value of What is Learned in School (5)
03	9	Teacher Fairness and Personal Interest in Students (8)
	10	Teacher Aloofness and Mistreatment of Students (5)
	11	Humanistic Treatment of Students (18)
	12	Fairness of Rules and Punishment (4)
	13	Student Responsibility (2)
	14	Feeling of Acceptance and Belonging (5)
	15	Principal's Interest in Students (7)
	16	Need for Discipline and Control in School (2)
	17	Perception of School Spirit (2)
	18	Student Participation in Decision-Making (3)
	19	Teacher Relations and Job Satisfaction (3)
	20	Student Relations (7)
	21	Satisfaction with Emphasis on School Activities (3)
	22	General School Climate (25)
	23	Treatment of Students as Trusted, Responsible Persons (17)
		Need for Change or Improvement in:
04	24	Teacher Fairness and Personal Interest in Students (8)
	25	Teacher Aloofness and Mistreatment of Students (5)
	26	Humanistic Treatment of Students (18)
	27	Fairness of Rules and Punishment (4)
	28	Student Responsibility (2)
	29	Conditions Affecting Feelings of Acceptance and Belonging (5)
	30	Principal's Interest in Students (7)
	31	Discipline and Control in School (2)
	32	School Spirit (2)
	33	Student Participation in Decision-Making (3)
	34	Teacher Relations and Job Satisfaction (3)
	35	Student Relations (7)
	36	Emphasis on School Activities (3)
	37	General School Climate (25)
	38	Treatment of Students as Trusted, Responsible Persons (17)

TABLE 3 (Continued)

SUBSCALES DERIVED FROM ANALYSIS OF TEST BATTERY

TEST	SUBSCALE	SUBSCALE TITLE(number of items)
05	39	Motivation to Succeed in School (3)
	40	Organization, Perseverance and Competence in School Work (7)
	41	Preference for Working With Other Students (9)
	42	Confidence in Front of the Class (3)
	43	Confidence in Ability to do Well in School (6)
	44	Attentiveness, Concentration,&Self-Discipline in School Work (11)
	45	Feelings of Acceptance and Involvement (2)
	46	Preference for Clear Directions (2)
	47	Attitude Toward Studying and Homework (3)
	48	Participation in Class Discussions (2)
06-07	49	Teacher Interest in Individual Students (11)
	50	Teacher Relationship With the Student (16)
	51	Student Involvement in Choosing and Planning Work (8)
	52	Attitudes Toward Grades in School (6)
	53	Attitudes Toward Cooperation vs. Competition in School (3)
08-09	54	Teacher Temperament (6)
	55	Teacher Fairness (5)
	56	Teacher Dominance & Control (17)
	57	Teacher Goals for Students (3)
	58	Negative Attitudes toward Grades (4)
	59	Attitudes toward Competition (4)
	60	Opportunities to Work with Other Students (6)
	61	Teacher Competence (6)
	62	Student Freedom and Responsibility (6)
	63	Emphasis on Outside Learning (3)
	64	Teacher Understanding, Patience, and Interest (5)
10		Respondent Values and Advocates:
	65	Student Responsibility Regarding School Rules (3)
	66	Student Discipline and Control (4)
	67	Curriculum Based on Students' Needs and Interests (7)
	68	Student Initiative and Independence (6)
	69	Curriculum Based on Learning to Solve Real-Life Problems (5)
	70	Competition and Desire to Succeed (4)
	71	Agreement with Traditional Classroom Values (7)
	72	Questioning, Exploring Orientation (3)
	73	Teacher Support of Independent Activities (5)
	74	Curriculum Based on Society's Needs and Problems (4)
	75	Learning to Work Together (3)

TABLE 3 (Continued)

SUBSCALES DERIVED FROM ANALYSIS OF TEST BATTERY

TEST	SUBSCALE	SUBSCALE TITLE(number of items)
11	76	Self Esteem (4)
	77	Energy Level (3)
	78	Emotional Control (10)
	79	Sensitivity to Being Talked About or Criticized (3)
	80	Resilience - Recovery from Emotional Upset (4)
	81	Self-Confidence and Self-Assurance (21)
	82	Sense of Well-Being (8)
	83	Positive, Optimistic Attitude Toward Life (3)
	84	Self Understanding (5)
12	85	Flexibility and Adaptability (8)
	86	Impulsiveness (6)
	87	Willingness to Risk (3)
	88	Prejudice/Conservatism (3)
	89	Compulsiveness (3)
	90	Carefree/Recklessness (3)
	91	Happiness/Cheerfulness (2)
	92	Submissiveness/Compliance (2)
13	93	Confidence in Personal Value and Belief System (12)
	94	Verbal and Communication Skills (2)
	95	Interest in Creative Problem-Solving (4)
	96	Aesthetic Sensitivity & Appreciation (3)
	97	Self-Confidence As A Learner (4)
	98	Independence & Positive Self-Regard (17)
	99	Creativity (4)
14	100	Conscientiousness and Pride in Work (6)
	101	Task Application and Diligence (11)
	102	Ambition and Desire to Succeed (11)
	103	Cooperation and Helpfulness (2)
15	105	Self-Assertiveness (4)
	106	Internal vs. External Locus of Control and Evaluation (16)
	107	Compliance and Conformity (4)
	108	Independence and Self-Sufficiency (18)
	109	Self-Depreciation & Self-Punishment (8)
	110	Ambition and Self-Determination (2)
	111	Traditional Social Values (19)

TABLE 3 (Continued)

SUBSCALES DERIVED FROM ANALYSIS OF TEST BATTERY

TEST	SUBSCALE	SUBSCALE TITLE(number of items)
16	112	Interpersonal Effectiveness (16)
	113	Negative and Dysfunctional Social Responsiveness (14)
	114	Orientation Toward Direction and Control of Others (6)
	115	Sensitivity to Others' Reactions (6)
	116	Openness to Giving and Receiving Feedback (4)
	117	Preference for Competition (12)
17	118	Concern for Others' Feelings (22)
	119	Feelings of Superiority (3)
	120	Self-Depreciation (2)
	121	Demanding in Relationships with Others (3)
	122	Consideration for Others (11)
	123	Self-Centerdness (2)
	124	Prejudice and Lack of Tolerance (5)
	125	Judgmental and Critical of Others (4)
	126	Superiority and Lack of Tolerance (12)
18	127	Acceptance by Others (21)
	128	Friendliness (11)
	129	Shyness (10)
	130	Belief and Trust in Man (14)
	131	Openness and Authenticity (7)
	132	Social Responsibility (2)
	133	Attitudes Toward Older People (3)
	134	Lack of Social Concern (2)

connoting high levels of an attribute might be chosen concurrently with other item alternatives connoting low levels of the same attribute A person responding in such a manner possibly might not be attending to the item content, he might have reading difficulty or he may be confused. Whatever the reason it may be well at some future date to isolate these individuals to "clear up" data analysis or to check their reasons. This aspect of scoring casts doubt on exact middle-range scores. (i.e. subscale scores equalling the total number of items times 3) However, some such scores may be valid, and of course, measurement error can take place at all levels of score distributions. This problem, however, is most readily detectable and is based on the assumption that the items are internally consistent, sharing a common core or attribute. It may also be that such small percentages of students are responding in this inconsistent way that the problem is not significant. The reliability results would tend to support such an assertion. Some research should be conducted, however, to clear up this potential difficulty in this type of measurement. For now, respondents were not screened for inconsistent response patterns.

Since many subscales contained items that represented polar opposites it was necessary to reverse the scoring for certain subsets of items within a subscale for consistency in direction of scoring. Thus, agreement with one item of a subscale may relate to higher levels of the attribute, while disagreement with certain other items of the same subscale may also relate to higher levels of the attribute. In the first case agreement would be scored highly while in the second disagreement would also be scored highly. Again, the focus was to score items so that high scores reflected higher degrees of the attribute implied by the titles of the subscales.

Item Analysis

In terms of item analysis, means, standard deviations, distributions of responses to item alternatives, and item-total correlations were calculated for each of the 718 items in the battery. This data lends itself to the application of item analysis criteria to the item pool and to make decisions regarding improvement of the measurement techniques.

The primary source of data utilized by the project staff (to date) has been the item-total correlations, which were Pearson Product-moment coefficients of correlation (r) between items and their respective subscale totals.* These item-total r's provided an estimate of the effectiveness of item grouping procedures (since original factors were not adhered to closely - whereby we could have presented the factors as the basis on which groupings were substantiated. Later the calculation of internal-consistency reliabilities added further empirical checks. The criteria of item analysis were not systematically applied, though the data were available. The variance of items could be checked further to eliminate items with low variances. However, screening of items by item-total r's, in part, takes restricted variance into account since the r's are partly a function of item variance. Items with highly skewed distributions could have been isolated and re-written. Those with low relationships to other items within the set with which factoring took place were probably deleted, but going across the whole item pool, the possibility of such items clustering with existing factors in other tests was quite likely, but impossible to calculate given data analysis constraints. The criterion that items cannot stand alone and must correlate with other items to be of use was thus generally met in our analyses. In order to further employ this criterion "subscales" in table 3 (in the factor analysis section) that had only 2 or 3 items were omitted from some of the analyses which were designed to assess the reliability and validity of the subscales. The position taken regarding these small item-sets was that they were excessively unique and small to be treated as subscales. These sets of items are presented in appendix B, tables 1 to 15 along with the other subscales in the battery. Perhaps, to some readers, the 4-item cutoff may seem too liberal. The intent was to provide as much potentially useful information as possible to meet the needs of a range of users -- without relying on scales with excessively limited reliability. An intent for the future regarding these small subscales might be to strengthen them with additional items.

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*Such correlations are inflated by a part-whole phenomenon, the item being a part of the total score with which it is being correlated. These r's are in turn influenced by the differential variances of the items within a set under consideration (i.e. items with better distributions will correlate higher with their own scale totals than items with small variability of responses), which tends to be an asset.

To summarize briefly, we considered "good" items to be related to other items (and hence total scores) to have symmetrical distributions across item responses, and to "spread" respondents by having large item variances. Regarding the latter two criteria we constructed our measures but did not proceed to employ these rules in improving them, since that is part of a lengthier process.

Reliability

Of focal concern, however, has been the assessment of the item groupings. Construct reliability and validity were questions of central significance. The perspective which guided the construction of the subscales was one of an internal-consistency methodology. Thus, it was felt that meaningful and workable measures should first of all be internally consistent, at least in this point of development. Heterogeneous measures could surely be formed by combining various of our homogeneous subscales into composites depending on specific needs of various users. This again is part of a more extensive developmental procedure, and hence the present project ends essentially with the bulk of the developmental work being geared toward the construction and assessment of a large number of "homogeneous" subscales. We realize, however, that the degree of homogeneity is a relative matter and that true factorial purity is perhaps even unattainable and undesireable. The goal was merely to move in this direction.

Hoyt reliabilities (Hoyt 1941) were calculated for each subscale. The method employs analysis of variance techniques to the estimation of reliability. Originally the method was an attempt to provide an alternate to split-half techniques with single administrations.

Hoyt claims his results are equivalent to Kuder-Richardson (20) when used with right-wrong scoring keys. KR-20 is a version of coefficient alpha which in turn is based on internal consistency estimation of reliability from either covariance terms or item-intercorrelations.

Hoyt's method divides the total variance of a respondent (individual) x item matrix into sum of squares individuals, sum of squares items, and sum of squares residual. The formula for reliability is

$$r_{xx} = \frac{MS\ ind - MS\ res}{MS\ ind}$$

High reliability in this case is obtained when the respondents' total scores have good dispersion relative to the residual component which is the remainder left from the total sum of squares after SS individuals and SS items are subtracted. High reliability would be obtained when the items were intercorrelated and, again, discriminating among respondents. The diagram in table 4 may clarify this.

TABLE 4

Items

		1	2	3	
	1	5 (5)	5 (1)	5 (5)	15
	2	4 (4)	4 (2)	4 (4)	12
Respondents	3	3 (3)	3 (3)	3 (3)	9
	4	2 (2)	2 (4)	2 (2)	6
	5	1 (1)	1 (5)	1 (1)	3
		15	15	15	45

In the respondent x item matrix (5 x 3, respectively) one item is keyed in reverse (to illustrate reverse keying of items with opposite directionality as members of respective item sets) and each respondent is at a different response level on the attribute. The numbers in parentheses are the alternatives responded to in a hypothetical test and all others correspond to score weights. Respondent number 1 answered the alternatives reflecting greater degrees of the hypothetical attribute in each case. Respondent number 5 did the reverse, and so on. This diagram reflects perfect reliability. Since the variance among items is 0 the SS among respondents equals the total, and the residual component will hence equal 0. Looking at the reliability formula, the error term drops out and the total = 1.00, or perfect reliability. This conclusion was checked out mathematically using formulas from (Ebel 1951). To summarize, the method seems to take pertinent values into account: Correlations among items, and discrimination among respondents. Inconsistent responding, lack of relationship among items of a set, or lack of variance among sum scores relative to the variance among items totals would all tend to restrict the reliability estimates. Thus, it seems to be a useful method of estimating internal-consistency reliability. Our comparative calculations with coefficient alpha (using item intercorrelations) found the Hoyt reliabilities to be either equal to or slightly less than the coefficient-alpha reliabilities.

Subscale Score Distributions

Frequency distributions of student total scores were constructed for each of the subscales. The focus of this procedure was to assess the degree of "spread" or discrimination among respondents attained in our present sample. Ideally such discriminations are essential at all score levels for greater possible use of the subscale scores. The question is one of degree: how much discrimination is needed for any given purpose? Also, the distributions have implications for both the nature of the variable and for possible improvements in the scales. Constricted or skewed distributions might suggest the need to revise scales or wording of items to change this. Also, distributions summarize the variables in question. For example, the scale, General Attitude Toward School, had a highly skewed distribution which piled up at the positive end of the range. Thus, we might conclude that our sample of students generally had positive attitudes on this dimension. More about this will be said in a later section.

Another aspect of score distributions is discrimination among schools for program evaluation. School means must hence vary considerably to suggest this possible use of the instruments. Thus, frequency distributions of participating school mean scores could be constructed to assess this possibility. Comparison of the various distributions of the subscale scores indicate their differential utility for use in both individual and program assessment and evaluation. The frequency distributions presented for each subscale combine with reliability and other evidence to be utilized in assessing the instruments as to their suitability for various measurement purposes.

Subscale Intercorrelations

Next, subscales were intercorrelated. The essential thrust of the present study was consistently centered around content and construct validation. Questions such as what attributes or constructs to measure, what separate condition combine to define any given attribute, and ultimately, how the derived sets are to be validated, were central to the measurement work undertaken. The latter question involves a process with seemingly weak logic. It is not enough to call a set of items a measure of a certain construct on the basis of content validity alone. This is what has been done in this report for purposes of communication, but essentially what the set is a measure of must be verified. The process available to demonstrate this is to relate the sets to other sets and to see if the relationships behave in accordance with expectation (which was the reason for the subscale intercorrelations). The weakness of the logic stems from the fact that the expectations we formulate are inferences and, despite this, if the relationship's do not hold we don't know which of the variables to suspect. But when relationships emerge which are consistent with our logical expectations, we need only assume these expectations to be accurate to say that construct validity is indicated. The method takes on meaning and strength to the extent we can formulate sound theoretical expectations for the interrelationships in question.

More stringent tests of construct validation are available (Cambell & Fiske, 1959), but the experimental design must fit the model proposed by the authors. The present research design in part approximates this model (which requires multiple constructs and independent measures of similar constructs). The teacher ratings were independent evaluations of student attributes and when combined with student self-evaluation and descriptive data the multi-method approach was met. However, the attributes in question were not tightly enough defined in the two independent methods to provide equivalence of attributes. In other words, the teachers were rating slightly different attributes in some cases. Thus, we primarily sought to assess construct validity in the patterns of relations that emerged from subscale intercorrelations. However, the subscale scores were correlated also with teacher ratings as a further check. The criteria applicable to the inspection of intercorrelations among the constructs are two: (1) that some scores ought to correlate in a certain direction at a significant magnitude; and (2) that some scores ought not to correlate at all. When the variables behave in accordance with expectation the assertion that a set of items measures a given construct takes on some meaning. Otherwise, the scales are only measures defined by the items in the scale without any external support.

To utilize the Cambell and Fiske model, where appropriate, the staff rated equivalence of constructs in the two measurement methods employed to assess student affective dimensions. Specifically, the descriptors accompanying teacher ratings of student attributes were compared to the items in the self-report subscales. Thus, among the total number of self-report measures a subset was identified which had at least one equivalent construct in the ratings made by teachers.

When the teacher ratings were correlated with the counterparts in self-report subscales the outcome was a dual-method, multi-measure matrix which was analyzed according to the Cambell and Fiske model. Table 5 presents examples of rating descriptors and subscale items which were deemed equivalent by the staff. The number of descriptors differ from the number of items, but in general the content of the paired descriptor-item sets appear to be relating to the same constructs. In example 1 the titles seem slightly different, but in general the content in both sets is centered around consideration for others - helping, sharing, interest in others, and thoughtfulness, etc.

Relationships Between Affective, Achievement and Demographic Variables

Achievement data was requested from each of the schools where students took the affective tests. Thirty of the thirty-five schools supplied data, and sixteen of these were from the Comprehensive Tests of Basic Skills. Scores from this instrument were most often reported in National percentile form. It seemed appropriate therefore to try to convert all other achievement data received to national percentile scores. Other data received was from the following test batteries: Gates-McGinitie (2 schools), Iowa Test of Basic Skills (3 schools), Stanford Achievement Tests (1 school), American College Testing (2 schools), Metropolitan Achievement Test (1 school), Grade Equivalents for Reading from an unnamed test (2 schools), and Grade point average from three schools. Publisher's tables were obtained for certain test batteries. When scores were not given in percentile form, they were converted to percentiles from these tables.

From this diverse set of test results composite scores and reading percentile scores(only)were recorded since these were common to most of the batteries available. The combining of composite scores and reading scores, respectively, across the different test batteries provided two achievement scores to be related to subscale scores. The assumption made in doing this was that high positive correlations would exist among these scores in this set of test batteries. Grade-point average was the third measure of achievement used in this analysis.

TABLE 5

COMPARISON OF TEACHER'S CHECKLIST CATEGORY DESCRIPTORS WITH SELF REPORT INSTRUMENT SUBSCALE ITEMS

EXAMPLE #1

Category Descriptors	Subscale Items
B-9 Kind and helpful to others, interested in others welfare.	122 Consideration for others
Seems to enjoy sharing. Shares his own possessions readily. Unselfish. Is willing to wait while others take their turn or share. Interested in others ideas, opinions,views. Active concern for learning, growth, development of others. Takes time to find out what others are doing. Tries to help. Helps others do things. Does favors for others. Likes to help people. Does not bother others when they are busy. Gives the other person a chance to say what he thinks. Respects other's property. Will not take toys or equipment another child is using. Asks permission to use other's objects. Helps take care of other people's things. Will not share spontaneously. Tries to get his way, more than his share. Seems unhappy about sharing his things. Selfish. Asks questions like,"What's in it for me?" Has no interest in what his classmates do. Tries to attract attention. Often tries to be a "show-off" among friends. Seeks out adults for attention. Likes an audience all the time. Interrupts, overtalks. Tries to be center of attention. Acts silly"clorons" to get attention. Makes cruel, spiteful, critical remarks to others. Grabs objects from other children. Is a pest in school. Defaces property. Has little patience with others. Likes to make fun of others. Does not take care of the belongings of others.	I don't like to pass judgment on people. I enjoy helping people even if I don't know them very well. I listen to the other person's point of view. I like to share things with other people. I feel I should be concerned about other people's problems. I feel each person is important. I try to get out of helping other people if I can. I often go out of my way to help people. I feel that doing something for a friend is more satisfying than doing something for yourself. I am careful not to disturb another person when he is doing something. No matter who I'm talking to, I'm always a good listener.

EXAMPLE #2

Category Descriptors	Subscale Items
A-2 Self-acceptance, Self-esteem, understanding of self. Seems to like himself. Demonstrates that he knows his own strengths and weaknesses. Seems to be aware of his personal uniqueness. Does not depreciate himself. Proud to show people his work. Accepts his weaknesses, but strives to improve. Is not very upset by mistakes. Says he wishes he were someone else. Has difficulty finding things he likes about himself. Constant self-depreciation. Feels he can't do things well. Denies strengths and weaknesses. Upset by mistakes. Cannot accept his own human errors or unavoidable misjudgments.	76 Self Esteem I doubt that I will ever amount to anything. If people know me, I don't see how they could like me. There are lots of things about myself I would change if I could. I like myself the way I am.

EXAMPLE #3

Category Descriptors	Subscale Items
A-10 Interest in arts, aesthetic sensitivity. Enjoys art/music/dance/poetry. Talented in art/music/dance/poetry. Appreciates beauty. Chooses to spend his time in arts or crafts. Shows interest in arts. Not interested in art/music/dance/poetry. Doesn't seem to enjoy things other people think are beautiful. Doesn't seem to appreciate beautiful things. Shows no interest in self-expression through art, music, dance, or crafts. When given a choice, he does not choose arts or crafts.	96 Aesthetic sensitivity & appreciation. I enjoy things like art/music, dance/ and poetry. I see a lot of beauty in nature. I am talented in art/music/dance/or poetry. I don't get much enjoyment from things other people think are beautiful.

EXAMPLE #4

Category Descriptors	Subscale Items
A-6 Careful, shows good judgment. Seeks facts before making decisions. Answers slowly and carefully. Carefully evaluates new ideas. Uses good judgment. Has lots of patience. Does not rush into things. Changes his mind a lot. Doesn't seem to have common sense. Acts in a "dare-devil" fearless manner. Does things he later regrets. Impulsive. Impatient and unable to wait for things. Does things without thinking. Makes hurried, snap judgments. Often gets into trouble.	86. Impulsiveness I often do stupid things. Sometimes I am to careless. I sometimes do things I later regret. I do things without thinking. I feel restless most of the time. I am inclined to make hurried and snap judgments.

Results

Scoring

The factor analysis results will not be presented because the subscales were not based solely on the factors and because of the magnitude of the presentation that would be involved. The first set of results relates to the scoring keys which were used to form the subscores. This amounts to reporting which items to key in reverse per subscale and what values to assign to each score alternative. The scoring weights are presented in Tables 2 through 16 in Appendix A.* Also presented therein are the directions for scoring (self-administering), and the scale-point definitions for each test. For more complete information on any given subscale (of the original 130) the reader may refer to the item statistics Tables 1 through 15 in Appendix B. These tables present subscale titles and component items. The tables which present items per subscale coupled with the tables that present scoring keys avail potential users of all the information needed to assemble working copies of instruments and to proceed with their use. However, Tables 1 through 15, (Appendix A) provide the directions, scale definitions, and keys that correspond only to the subscales (with greater than 3 items). Thus, the reader is left to develop these types of information if use of the small item sets is intended.

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*Many of the results obtained in the analyses were extensive enough that their inclusion in the body of the report was prohibitive. Therefore, an appendix was assembled for each section of the results chapter. These appendices are labeled A-E. Within each appendix the numbering of the tables begins with 1 through the total number of tables in the appendix. However, in some cases tables were included in the narrative section. These were numbered sequentially also, from 1 on (to 14). The reader should have these distinctions in mind when referring to tables.

The results are reported in the following sequence in this report: Item analysis, reliability, distributions of subscale scores, and validity results. A general purpose, with which the presentation of this particular information is consistent, is to avail readers of the data that was calculated primarily to assess the measuring instruments. Because of the vastness of the effort, each subscale cannot be evaluated in detail with respect to all of the information that is available per subscale. At each point in the results, the data will be presented and discussed with the purpose of presenting our point of view regarding how the data may be used to assess an instrument. The reader then bears responsibility for pursuing his own analysis or ours (within the report) to assess subscales of his choice.

The statistics which were computed in various item analyses are presented in Tables 1 through 15 in Appendix B. Specifically, item means ($\overline{X}$), standard deviations (SD), correlations of items with respective subscores (r) and frequency distributions were computed and summarized in these tables. The implications of these values were discussed in the procedure section. Essentially, they all relate to the possible need to assess items in connection with potential improvements or merely to establish confidence in the present measurement techniques.

Entering Table 1, (Appendix B), Item Statistics for Test 01-02, it can be seen that the items means* varied from 1.93 (Item 10) "This is a good school.") to 4.24 (Item 14, "Nothing you learn in school is very important").

In Item 10, most people selected choice number 1, and the reverse is true for Item 14. This conclusion is verified by checking the number of students responding to the various alternatives per item. These distributions are given separately for elementary and secondary samples. With respect to the two items under discussion, 562 elementary students and 335 secondary students selected alternative 1 on Item 10. In these respective samples, 565 and 500 students chose alternative 5 when answering item 14. One thing to keep in mind is that the most positive scale point definition coincided with alternative #1 and vice-versa in all the instruments in the battery. Thus, high item means show a tendency toward disagreement, unimportance, not like me, etc. The reverse is true for low item means.

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*In this regard, item means were calculated on the scale-point number of the alternative selected, not on the weights ultimately assigned to the alternatives, which in many cases would reverse these statistics (but not their meaning).

Although the distributions of responses to item alternatives were computed on split samples, another thing to note when reading these tables is that the $\overline{X}$, SD, and r were computed for the total sample per test.

To continue, the SD's of items in test 01-02 varied from 1.11 to 1.45 for items 3 (and 8) and 13, respectively. These items are: "The things we learn at school are interesting" (3) and "What I want to do in life has little to do with school." (13). The restricted variance of item 3 is apparent in the distribution, because of the skewness of it. (Note that secondary students tended not to check strong agreement of this item despite the skew--a mere point of interest, suggesting extreme academic enthusiasm may be waning as years in school go by).

The primary focus of item analysis has been the item correlations with respective subscales. Comparing item correlations within subscales it is thus possible to identify the "best" items, in terms of the magnitude of this correlation. An item that is less correlated with the others of a set will tend to correlate lower with total subscale scores. Such items may be eliminated to improve internal consistencies when necessary. For example, in Table 1, most items are about equally correlated with their own totals. However, in Table 2, of Test 03, Item 11 correlates only .22 with Subscale 23 total scores. Since such a correlation is quite a discrepancy from others in the set, it may be advantageous to delete this item from further scoring of this construct or to revise the item, etc. Note the negative correlations in the r column. These, again, derive from the fact that item alternatives rather than scoring weights were correlated with total subscale scores. The minus signs would all vanish if scoring weights were used in the analysis. Thus, items with negative r's were those which were keyed in reverse in scoring--the focus of which was to obtain total scores consistent with the titles of subscales (so high scores equalled greater degrees of the attribute named in the title).

Another aspect of the r's is that the comparative magnitudes across subscales are deceptive. Because of the part-whole phenomenon small item sets will have higher r's than larger sets. This is because the item is, in a way, being correlated with itself--it is a part of the total. When sets are larger any given item is a smaller proportion of the total and hence the obtained correlation will more closely approximate the ideal value which would be the correlation of an item with the sum of the items of the set minus the specific item under investigation. (Calculating these r's according to the ideal is prohibitive to say the least, and not necessary for most purposes). For these reasons, comparisons within sets are the primary focus. Comparisons across sets are meaningful to the extent that they have an equal number of items.

In summary, good internal consistency is reflected not only by the reliabilities in Table 6 (to follow) but by the item-total correlations. The latter facilitates differential item analysis to check item placements primarily. One possible focus in this regard would be to identify items which best define a construct, or which represent the core. To obtain this set one would pick the items with the highest item-total r and would proceed to key other items empirically to combined core items to expand the item pool representing the constructs under investigation.

Reliability: Internal Consistency

The results pertaining to the assessment of subscale internal-consistency reliabilities are presented in Table 6. The subscales

TABLE 6

SUBSCALE RELIABILITIES

Var. #	Title (number of items)	Elementary r	Elementary N	Secondary r	Secondary N
	TEST 01-02				
5	General Attitude Toward School (8)	.84	926	.84	907
6	Attitude Toward This Specific School (4)	.80	"	.82	"
7	Perceived Value of What is Learned in School (5)	.64	"	.71	"
	TEST 03				
9	Teacher Fairness & Personal Interest in Students(8)	.82	298	.84	702
10	Teacher Aloofness & Mistreatment of Students (5)	.67	"	.73	"
11	Humanistic Treatment of Students (18)	.83	"	.84	"
12	Fairness of Rules and Punishment (4)	.71	"	.72	"
14	Feeling of Acceptance & Belonging (5)	.53	"	.54	"
15	Principal's Interest in Students (7)	.76	"	.65	"
20	Student Relations (7)	.67	"	.70	"
22	General School Climate (25)	.88	"	.87	"
23	Treatment of Students as Trusted, Responsible Persons (17)	.79	"	.83	"
	TEST 04-Desire for Change Regarding:				
24	Teacher Fairness & Personal Interest in Students(8)	.89	281	.90	684
25	Teacher Aloofness & Mistreatment of Students (5)	.82	"	.79	"
26	Humanistic Treatment of Students (18)	.89	"	.89	"
27	Fairness of Rules and Punishment (4)	.71	"	.72	"
29	Feeling of Acceptance and Belonging (5)	.74	"	.78	"
30	Principal's Interest in Students (7)	.83	"	.82	"
35	Student Relations (7)	.78	"	.80	"
37	General School Climate (25)	.92	"	.91	"
38	Treatment of Students as Trusted, Responsible Persons (17)	.88	"	.88	"

TABLE 6 (cont.)

SUBSCALE RELIABILITIES

Var. #	Title (number of items)	Elementary		Secondary	
		r	N	r	N
	TEST 05				
40	Organization, Perseverance, & Competence in School Work (7)	.74	297	.72	662
41					
41	Preference for Working with Other Students (9)	.73	"	.78	"
43	Confidence in Ability to Do Well in School (6)	.56	"	.58	"
44	Attentiveness, Concentration, & Self-Discipline in School Work (11)				
	TEST 06 - 07				
49	Teacher Interest in Individual Students (11)	.86	464	.89	304
50	Teacher Relationship with the Student (16)	.83	"	.84	"
51	Student Involvement in Choosing & Planning Work(8)	.62	"	.70	"
52	Attitudes Toward Grades in School (6)	.40	"	.42	"
	TEST 08 - 09				
54	Teacher Temperament (6)	.78	79	.83	361
55	Teacher Fairness (5)	.75	"	.80	"
56	Teacher Dominance and Control (26)	.83	"	.83	"
58	Negative Attitude Toward Grades (4)	-.04	"	.44	"
59	Attitude Toward Competition (4)	.00	"	.72	"
60	Opportunities to Work With Other Students (6)	.43	"	.48	"
61	Teacher Competence (6)	.17	"	.69	"
62	Student Freedom & Responsibility (6)	.17	"	.57	"
64	Teacher Understanding, Patience, & Trust (5)	.76	"	.79	"
	TEST 10				
66	Student Discipline and Control (4)			.55	565
67	Curriculum Basedon Student Needs & Interests (7)			.57	"
68	Student Initiative & Independence (6)			.69	"

TABLE 6 (cont.)

SUBSCALE RELIABILITIES

Var. #	Title (number of items)	Elementary r	Elementary N	Secondary r	Secondary N
	TEST 10 (continued)				
69	Curriculum Based on Learning to Solve Real-Life Problems (5)			.46	565
70	Competition and Desire to Succeed (4)			.59	"
71	Agreement with Traditional Classroom Values (7)			.77	"
73	Teacher Support of Independent Activities (5)			.50	"
74	Curriculum Based on Society's Needs & Problems(4)			.57	"
	TEST 11				
76	Self-Esteem (4)	.37	462	.58	515
78	Emotional Control (11)	.67	"	.75	"
80	Resilience-Recovery from Emotional Upset (4)	.50	"	.62	"
81	Self-Confidence & Self-Assurance (21)	.67	"	.76	"
82	Sense of Well-Being (8)	.63	"	.68	"
84	Self-Understanding (5)	.41	"	.53	"
	TEST 12				
85	Flexibility and Adaptability (8)	.60	268	.61	534
86	Impulsiveness (6)	.52	"	.61	"
	TEST 13				
93	Confidence in Personal Value & Belief System(12)	.61	143	.70	667
95	Interest in Creative Problem-Solving (4)	-.15	"	.33	"
96	Aesthetic Sensitivity & Appreciation (4)	.57	"	.57	"
97	Self-Confidence as a Learner (4)	.42	"	.42	"
98	Independence & Positive Self-Regard (17)	.72	"	.75	"
99	Creativity (4)	.52	"	.58	"

TABLE 6 (cont.)

SUBSCALE RELIABILITIES

Var. #	Title (number of items)	Elementary		Secondary	
		r	N	r	N
	TEST 14				
100	Conscientiousness & Pride in Work (6)	.70	411	.74	835
101	Task Application and Diligence (11)	.76	"	.76	"
102	Ambition and Desire to Succeed (11)	.54	"	.58	"
	TEST 15				
105	Self-Assertiveness (4)	.50	516	.66	439
106	Internal vs. External Locus of Control (16)	.66	"	.67	"
107	Compliance and Conformity (4)	.49	"	.53	"
108	Independence and Self-Sufficiency (18)	.63	"	.74	"
109	Self-Depreciation and Self-Punishment (8)	.58	"	.63	"
111	Traditional Social Values (19)	.68	"	.74	"
	TEST 16				
112	Interpersonal Effectiveness (16)	.73	130	.78	506
113	Negative & Dysfunctional Social Responsiveness(14)	.81	"	.74	"
114	Orientation Toward Direction & Control of Others (11)	.49	"	.46	"
115	Sensitivity to Others' Reactions (6)	.67	"	.67	"
116	Openess to Giving & Receiving Feedback (4)	.08	"	.26	"
117	Preference for Competition (12)	.54	"	.71	"
	TEST 17				
118	Concern for Others' Feelings (22)	.79	130	.87	438
122	Consideration for Others (11)	.55	"	.76	"
124	Prejudice and Lack of Tolerance (5)	.70	"	.62	"
125	Judgmental and Critical of Others (4)	.47	"	.77	"
126	Superiority, Lack of Tolerance (12)	.78	"	.77	"

TABLE 6 (cont.)

SUBSCALE RELIABILITIES

Var. #	Title (number of items)	Elementary r	Elementary N	Secondary r	Secondary N
	TEST 18				
127	Acceptance by Others (21)	.84	397	.89	363
128	Friendliness (11)	.67	"	.31	"
129	Shyness (10)	.71	"	.79	"
130	Belief and Trust in Man (14)	.59	"	.70	"
131	Openness and Authenticity (7)	.47	"	.58	"

Var. #	Title of Small Item Sets (less than 4 items)	Elementary r	Elementary N	Secondary r	Secondary N
13	Student Responsibility (2)	.49	298	.32	702
16	Need for Discipline and Control in School (2)	.49	"	.50	"
17	School Spirit (2)	.24	"	.31	"
18	Student Participation in Decision-Making (3)	.25	"	.44	"
19	Teacher Relations and Job Satisfaction (3)	.57	"	.63	"
21	Satisfaction with Emphasis on School Activities (3)	.38	"	.35	"
	Desire for Change Regarding:				
28	Student Responsibility (2)	.33	281	.36	684
31	Need for Discipline and Control in School (2)	.54	"	.52	"
32	School Spirit (2)	.38	"	.52	"
33	Student Participation in Decision-Making (3)	.58	"	.57	"
34	Teacher Relations and Job Satisfaction	.62	"	.56	"
36	Satisfaction with Emphasis on School Activities (3)	.59	"	.55	"

TABLE 6 (cont.)

SUBSCALE RELIABILITIES

Var. #	Title of Small Item Sets (less than 4 items)	Elementary		Secondary	
		r	N	r	N
39	Motivation to Succeed in School (3)	.43	297	.60	662
42	Confidence in Front of the Class (3)	.53	"	.66	"
45	Feelings of Acceptance and Involvement (2)	.50	"	.51	"
46	Preference for Clear Directions (2)	.36	"	.39	"
47	Attitude Toward Studying and Homework (3)	.68	"	.57	"
48	Participation in Class Discussions (2)	.29	"	.53	"
53	Attitudes Toward Competition in School (3)	-.07	464	.05	304
57	Teacher Goals for Students (3)	-.17	79	.17	361
63	Emphasis on Outside Learning (3)	.05	"	.50	"
65	Student Responsibility Regarding School Rules (3)			.66	565
72	Questioning, Exploring Orientation (3)			.41	"
75	Learning to Work Together			.50	"
77	Energy Level (3)	.43	462	.37	515
79	Sensitivity to Being Talked About or Criticized (3)	.50	"	.57	"
83	Positive, Optimistic Attitude Toward Life (3)	.48	"	.55	"
87	Willingness to Risk (3)	.25	268	.34	534
88	Prejudice/Conservatism (3)	.42	"	.27	"
89	Compulsiveness (3)	.31	"	.29	"
90	Carefree/Recklessness (3)	.14	"	.41	"
91	Happiness/Cheerfulness (2)	-.04	"	.33	"
92	Submissiveness/Compliance (2)	.36	"	.42	"

with less than three items are reported separately in this table for the reasons described in the procedure section of this chapter. The number of items per subscale is presented along with the sample size (N) on which the reliability coefficients were calculated. In most cases the samples were quite substantial in size,ranging from 79 to 926 (most were over 200). The scales in Test 10 were not analyzed in the elementary sample. Early in data analysis it was concluded that these concepts did not seem to be appropriate for elementary students because of their presumed difficulty.

Inspection of either of the two reliability coefficients per subscale will yield an estimate of the extent to which the items in a scale share a common core, (or in other words, are intercorrelated) and the extent to which the scale discriminates among respondents. Since 1.00 is the maximum possible, the closer to this value the better the reliability. The square root of the coefficient may also be interpreted as the correlation of the scale with hypothetical "true scores." For example, Subscale 6, Attitude Toward This Specific School, obtained reliabilities of .80 and .82 in the elementary and secondary samples respectively. By standard criteria this is good. The hypothetical correlation with true scores for both samples would be approximately .90. This is quite high reliability considering the scale has but 4 items. By checking the values corresponding to any given subscale, the scales may be evaluated regarding this aspect of test assessment. To continue, scales in Test 04 were quite reliable, generally. Subscale 24 for example, obtained reliabilities of .89 and .90, suggesting that (on this basis), Teacher Fairness and Personal Interest in Students may work very well as a meaningful way for schools to assess student perceptions of needs for change or improvement in this dimension of school climate.

The table also lends itself to an assessment of the question of the appropriateness of various scales for both levels (or for either of the two levels). For example, Subscale 59, Attitude Toward Competition;, seems to work well enough in the secondary sample, r=.72, while elementary students answered items in such a way as to render the scale meaningless, r=.00. This is an extreme example, but demonstrates a point, that the grade level of potential use for some scales must be considered.

Comparing the two reliabilities of each subscale, it may be concluded that considerable consistency exists across the two gross divisions of grade level. The consistency is apparent in most of the subscales. It was this consistency that was sensed early in the subscale construction procedures (from comparing the factor analyses of the two groups). Given this consistency it was felt that a single scoring system would be meaningful at both grade levels, although some scales might be improved through further separate analysis of elementary and secondary data.

Another apparent consistency is the tendency for the reliabilities to be fairly high in most cases. If .70 were a cutoff for a given purpose, at least half of the scales would qualify. In light of the small number of items in some cases, the overall picture is encouraging.

Subscale Frequency Distributions

In relation to the question of distributions among respondents on each subscale, frequency distributions of total-sample subscale scores are presented in Tables 1 through 67 (Appendix C). These tables cover all subscales with greater than four items. (Since these tables were used [in part] as feedback to participating schools, the number of items selected as a basis for cutoff was raised a bit to insure that we were tending to report on the most reliable subscales at least).

For consistency, the vertical axes of the distributions are always percent of total-sample frequencies and the horizontal axes are obtained raw score points.

Notice that the three distributions in Tables 1, 2 and 3 are all distributed toward the positive end of the scale (high scores). These indicate the sample of 1801 students tended to have predominantly positive attitudes toward school in general, toward their own school (especially) and in regard to perceived value of what is learned in school. Such interpretations of generalizations are readily made from inspection of the distributions. This is part of the value of the distributions, they represent a graphical summary with maximum communication value (once familiarity with such distributions is obtained). Given the information about the total sample distribution, a similar distribution for subgroups could be compared with it for various purposes. For example, validational evidence may acrue if school dropouts were tested on these subscales and found to have distributions of scores that were skewed in the opposite direction. The thrust of these considerations is essentially that the distributations summarize the scores for given samples and that they have implications for the understanding of the constructs represented by the scores.

Another use of these distributions is for assessment of the instruments in relation to various potential uses. The tails of the distributions are where maximum discrimination can take place, since respondents are spread across more score points. However, the actual number of respondents is quite low when the line dips below 1%, (i.e., 18 in Table 1). For some purposes it may be of value to have a normal distribution of scores, but for maximum discrimination large variances and rectangular distributions may be desired. Perhaps a single rule cannot be applied to the distributions, given that the rules would depend on intended use. A suggestion in this regard would be to formulate an intended use for a given subscale and, secondly, to inspect the distribution of scores to assess compatibility between the two. An example of this procedure could be most readily drawn from the area of employment-selection testing. If scores on a given instrument were the criterion for selection of candidates for a job, the test scores ideally should discriminate among the people who obtain high scores to facilitate screening of the people who have high skills as measured by the instrument. Thus, the distribution of test scores should be skewed to the right, with high frequencies obtained at lower levels of the attribute. A proposed selection instrument would then be rejected for this use if too many people obtained high scores since the test wouldn't be doing the job of separating out those with the highest skills.

Another example, more relevant to the present instruments, might be the intended use of scales such as numbers 5-7, dealing with attitudes toward school, for identification of potential school drop-outs. Once these subscales were validated for such a use, the respective distributions show that students with negative attitudes could be identified. (The students with low scores, if the scales were valid, would be the potential dropouts.)

In reference to the present subscales, all sorts of distributions are evident. The highly skewed distribution of Attitude Toward This Specific School (Table 2) is one extreme. Table 6 presents a distribution of scores on the element of school climate called Humanistic Treatment of Students. These scores have good variability and an approximately normal shape of the distribution. Table 30 is another example of this. It summarizes scores on Teacher Dominance and Control as perceived by students. Concern for Others' Feelings, Table 59, and Acceptance by Others, Table 63, is still another with good variability and normal shape.

The overall tendency is for these distributions to be either negatively skewed (high frequencies at high scores points) or to be relatively normal in shape. Bimodal distributions are not represented in the set. The tendancy toward negative skew may reflect social desirability measurement error effects in some cases.

Validity

Two relatively distinct approaches to validity assessment were taken to provide an estimate of the construct validity of some of the subscales and to communicate to the reader the frame of reference advocated in regard to assessing the present instruments. Both methods were discussed in the procedure section. However, to reiterate, the first method of validity assessment was based on the empirical verification of logical expectations of relationships among the sets of constructs measured by the self report instruments. The expectations were based on the experience, insights, and assumptions of the investigators, and are the criteria that were applied to the validity checks. If the relationships meet the apriori criteria, construct validity is indicated. The method is, in a way, similar to setting down laws, rules, or "oughts". It is concluded that certain relationships "ought" to exist if either or both variables are valid. If the relationship does not become evident in the analysis, after the rules have been formulated, either or both variables (or the rules) may be invalid. If the relationship is found, it lends weight to the validity of both variables.

The second method employed herein is the Cambell and Fiske model (1959). It will be described in detail concurrent with the presentation of the data to which the model applies.

Content validity is not to be overlooked. This type of validity is built into the item selection and writing procedures. If a thorough, concerted, well-conceived plan was employed in item development procedures the item pool would tend to exhibit two key features: (1) appropriateness and (2) representativeness relative to the domains under investigation. The assessment of this aspect of validity is a judgmental matter. It is believed that such validity would tend to result from the procedures that were followed in this project in regard to instrument development (see procedure section).

Evidence of the construct validity of a given subscale can be obtained from its correlations with other variables that represent either related or unrelated constructs. If these correlations are consistent with the expectations one would have regarding the relationships among constructs, it can be assumed that the subscales are measuring what they purport to measure.

It would not be feasible to present a detailed discussion of each subscale, its correlations with all other subscales, and the complex interrelationships among subscales in this report. Instead, some summary observations will be made, as an example of the type of analysis that might be used to check the validity of subscales. It will be left to the reader to conduct any further analysis. The significant correlations (.05 level and above) for each subscale are summarized in the Tables in Appendix D*.

The complete subscale intercorrelations are summarized in Appendix E. From these the reader can inspect complete patterns of relationships among subscales. The identification of constructs which are unrelated (no correlation) or which have low correlations would be equally important in verifying validity, providing these correlations are consistent with expectation.

In general, the analysis of subscale intercorrelations reveals that the relationships among constructs in the data follow patterns that would be expected, which leads to the conclusion that: (1) students were conscientious in completing the questionnaires, (2) most items in most subscales were understood by the majority of students, and (3) the subscales are generally measuring what they purport to measure, or some very closely related construct.

As an example of an expectation that could be applied to the analysis of subscale intercorrelations to check construct validity, it is logical to assume that the measure of General Attitude Toward School (Subscale 5) would be related to feelings about more specific aspects of the school experience, about what is learned in school, and about one's own efforts and motivation as a learner. From Table 1 in Appendix D it can be seen that it does behave in this fashion. General Attitude Toward School (Subscale 5) is highly correlated with:

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*Correlations will not be provided throughout the summary discussions, but the reader should follow the discussion through the appropriate tables. Note that the number of observations varies greatly from one test combination to another. Thus, a given correlation might be quite significant in one case and much less significant in another.

Subscale 6 - Attitude Toward Own School (r.64,N=1831)

Subscale 7 - Perceived Value of What is Learned in School (r.63,N=1831)

Subscale 39 - Motivation to Succeed in School (r.61,N=209)

Subscale 40 - Organization, Perseverance, and Competence in School Work (r.54,N=209)

Subscale 43 - Confidence in Ability to do Well in School (r.42,N=209)

Subscale 44 - Attentiveness, Concentration and Self-Discipline (r.44,N=209)

Subscale 47 - Attitude Toward Studying and Homework (r.63,N=209)

Subscale 100 - Conscientiousness and Pride in Work (r.45,N=561)

Subscale 101 - Task Application and Diligence (r.40,N=561)

Subscale 102 - Ambition and Desire to Succeed (r.39,N=561)

General Attitude Toward School (Subscale 5) would also be expected to be related to the student's perception of his relationship with teachers and teachers' treatment of students. Checking further in Table 1, Appendix D, the following correlations are found:

Subscale 49 - Teacher Interest in Individual Students (r.53,N=302)

Subscale 50 - Teacher Relationship With the Student (r.62,N=302)

Subscale 55 - Teacher Fairness (r.43,N=36)

Subscale 56 - Teacher Dominance and Control (r.-44,N=36)

Subscale 64 - Teacher Understanding, Patience, and Interest (r.37,N=36)

A relationship would also be expected between General Attitudes Toward School (Subscale 5) and support of existing school practices and procedures. The following correlations are found with Subscale 5:

Subscale 52 - Positive Attitudes Toward Grades (r.46,N=302)

Subscale 71 - Agreement With Traditional Classroom Values (r.46,N=366)

Subscale 107 - Compliance and Conformity (r.47,N=161)

Subscale 111 - Traditional Social Values (r.34,N=161)

Subscale 71 is, in a sense, a measure of conformity, in that it indicates an acceptance of the values communicated by teachers in a traditional classroom (not questioning assignments, doing what is expected, working hard, doing one's own work, meeting deadlines, etc.)

Further verification of validity can be obtained from an analysis of the patterns of correlations of a set of constructs with other constructs. Note that the correlations of Subscale 5 are particularly high with Subscales 6, 7, 39 and 47. These subscales can be checked to determine whether their pattern of correlations with other school-related measures is similar to that of Subscale 5, as would be expected. Table 7 presents the correlations of Subscales 5, 6, 7, 39 and 47 with subscales expected to be related to these constructs. The expectation is generally confirmed. One notable exception is that Attitudes Toward Studying and Homework (Subscale 47) is not correlated as it might be expected to be with Agreement With Traditional Classroom Values (Subscale 71), Compliance and Conformity (Subscale 107), and Traditional Social Values (Subscale 111).

Unfortunately, Subscales 5, 6 and 7 were not administered in combination with Test 03 (Subscales 9 through 23). Expected relationships with the constructs in the Test 03 Subscales cannot be verified, therefore, except by inference from relationships of these subscales with Subscales 39 and 47. It would be expected that the similar pattern of relationships would continue. Test 03 included subscales concerned with the teacher/pupil relationship, the principal's interest in students, treatment of students, school climate, and the student's feelings of acceptance and belonging. These would be expected to be related to the student's attitudes toward school in a pattern consistent with that of Subscales 39 and 47 (although some correlations would be expected to be higher than others). See Table 8 for the correlations of Subscales 39 and 47 with Test 03 subscales.

TABLE 7

CORRELATIONS OF SUBSCALES 5, 6, 7, 39, and 47 WITH RELATED SUBSCALES

5	6	7	39	47	#	Table
					5	General Attitude Toward School
64					6	Attitude Toward Own School
63	44				7	Perceived Value of What is Learned in School
61	28	53			39	Motivation To Succeed in School
63	36	53	47		47	Attitude Toward Studying and Homework
54	39	27	45	37	40	Organization, Perseverance and Competence in School Work
42	25	32	32	18	43	Confidence in Ability to do Well in School
50	36	46	51	58	44	Attentiveness, Concentration & Self-Discipline in School Work
45	30	31	46	36	100	Conscientiousness and Pride in Work
40	22	40	55	48	101	Task Application and Diligence
39	29	43	42	28	102	Ambition and Desire to Succeed
53	38	29	21	23	49	Teacher Interest in Individual Students
62	46	51	17	33	50	Teacher Relationship With the Student
43	39	52	26	36	55	Teacher Fairness
-44	-37	-52	-31	-56	56	Teacher Dominance and Control
37	38	41	21	39	64	Teacher Understanding, Patience, and Interest
46	31	45	49	38	52	Attitudes Toward Grades in School
46	33	36	56	17	71	Agreement with Traditional Classroom Values
47	23	31	21	10	107	Compliance and Conformity
34	24	29	34	-06	111	Traditional Social Values

TABLE 8

CORRELATIONS OF SUBSCALES 39 and 47 WITH RELATED SUBSCALES IN TEST 03

CORRELATION		
39	47	Test 03 Subscales
30	27	9. Teacher Fairness and Personal Interest in Students
-33	-37	10. Teacher Alcofness and Mistreatment of Students
46	41	15. Principal's Interest in Students
38	37	12. Fairness of Rules and Punishment
41	44	11. Humanistic Treatment of Students
44	42	22. General School Climate
30	40	23. Treatment of Students as Trusted, Responsible Persons
32	21	14. Feeling of Acceptance and Belonging

TABLE 9

CORRELATIONS OF SUBSCALES 5, 6, 7, 39 and 47 WITH SUBSCALES EXPECTED TO SHOW LITTLE RELATIONSHIP

CORRELATION					
5	6	7	39	47	Subscales Expected to Show Low Relationships
			09	07	13. Perception of Student Responsibility
			06	11	16. Need for Discipline and Control in School
			11	10	17. Perception of School Spirit
			09	14	21. Satisfaction With Emphasis on School Activities
-06	-06	03	03	-01	41. Preference for Working With Other Students
13	-3	10	03	-03	46. Preferance for Clear Directions
-04	-02	05	00	02	53. Orientation Toward Cooperation vs Competition in School

Other constructs would be expected to be unrelated or only peripherally related to General Attitudes Toward School (Subscale 5) Attitudes Toward Own School (Subscale 6), Perceived Value of What is Learned in School (Subscale 7), Motivation to Succeed in School (Subscale 39), or Attitude Toward Studying and Homework (Subscale 47). Such subscales should not be directly related to the teacher/student or principal/student relationship, treatment of students, or the student's involvement in school work (See Table 9).

Correlations, in general, would be expected to be higher among school-related subscales than between these subscales and non-school related subscales. This was found to be true, but it would also be expected that students with positive attitudes toward school, toward teachers, toward what is learned in school and who are motivated to succeed, conscientious, and self-disciplined, would generally feel better about themselves and about their relations with others than would students with negative school-related attitudes. This can be verified by checking the correlations.

Certain patterns of relationships would also be expected within the non-school-related measures. Self-Confidence and Self-Assurance (Subscale 81) would, for example, be expected to be related to other self-confidence measures, independence, self-esteem, competence, optimism, interpersonal effectiveness, feelings of acceptance, and lack of self-consciousness, as well as to positive attitudes toward school, etc. The following correlations with Subscale 81 were found:

Subscale 5 - General Attitudes Toward School (r.24,N=647)
Subscale 6 - Attitude Toward This Specific School (r.18,N=647)
Subscale 7 - Perceived Value of What is Learned in School (r.28,N=647)
Subscale 40 - Organization, Perseverance, and Competence in School Work (r.56,N=36)
Subscale 43 - Confidence in Ability to do Well in School (r.58,N=36)
Subscale 100 - Conscientiousness and Pride in Work (r.48,N=264)
Subscale 9 - Teacher Fairness and Personal Interest in Students (r.28,N=84)

Subscale 10--Teacher Aloofness and Mistreatment of Students (r-.31,N=84)

Subscale 49--Teacher Interest in Individual Students (r.21,N=245)

Subscale 50--Teacher Relationship With the Student (r.38,N=245)

Subscale 54--Teacher Temperament (r.43,N=61)

Subscale 55--Teacher Fairness (r.38,N=61)

Subscale 56--Teacher Dominance and Control (r-.29,N=61)

Subscale 64--Teacher Understanding, Patience, and Interest (r.43,N=43)

Subscale 15--Principal's Interest in Students (r.30,N=84)

Subscale 12--Fairness of Rules and Punishment (r.35,N=84)

Subscale 11--Humanistic Treatment of Students (r.46,N=84)

Subscale 22--General School Climate (r.44,N=84)

Subscale 23--Treatment of Students as Trusted and Responsible (r.39,N=84)

Subscale 14--Feeling of Acceptance and Belonging (r.29,N=84)

Subscale 20--Student Relations (r.29,N=84)

Subscale 68--Valuing Initiative and Independence (r.38,N=199)

Subscale 76--Self-Esteem (r.60,N=977)

Subscale 78--Emotional Control (r.67,N=977)

Subscale 80--Resilience (r-.70,N=977)

Subscale 82--Sense of Well-Being (r.59,N=977)

Subscale 83--Positive, Optimistic Attitude (r.59,N=977)

Subscale 93--Confidence in Personal Value and Belief System (r.64,N=41)

Subscale 112--Interpersonal Effectiveness (r.39,N=26)

Subscale 113--Negative and Dysfunctional Social Responsiveness (r-.44,N=26)

Subscale 120--Self-Depreciation (r-.43,N=53)

Subscale 127--Acceptance By Others (r.60,N=134)

Subscale 129--Shyness, Self-Consciousness (r-.46,N=134)

Subscale 131--Openness and Authenticity (r.47,N=134)

It could be argued that the general positive attitude might be a response set. To a certain extent, this may be true, but the expected relationships are still evident in the pattern of correlations found with particular subscales. It would be expected that persons who are generally positive and optimistic, with self-confidence and self-assurance would tend to be more positive toward most things than a person who was generally negative and who lacked self-confidence. The response set is probably a reflection more of life style than of dishonesty in responding to the questionnaire.

It might be helpful to examine a subscale concerned with negative affect. Interpersonal Effectiveness (Subscale 112) would be expected to exhibit a pattern of correlations with other subscales similar to that of Self-Confidence and Self-assurance. Negative and Dysfunctional Social Responsiveness (Subscale 113), however, would be expected to correlate generally with negative feelings and attitudes--negative attitudes toward school, poor relations with teachers, low motivation to succeed in school, poor work habits, low self-esteem and sense of well-being, low self-confidence and self-assurance, and generally poor relations with others. The following correlations with subscale 113 were found:

Subscale 5 --General Attitude Toward School (r-.38,N=174)
Subscale 6--Attitude Toward This Specific School (r-.23,N=174)
Subscale 7--Perceived Value of What is Learned in School (r-.42,N=174)
Subscale 39--Motivation to Succeed in School (r-.21,N-125)
Subscale 40--Organization, Perseverance and Competence in School Work (r-.25,N=125)
Subscale 44--Attentiveness, Concentration, And Self-Discipline in School Work (r-.31,N=125)
Subscale 47--Attitude Toward Studying and Homework (r-.26,N=125)
Subscale 54--Teacher Temperament (r-.20,N=183)
Subscale 55--Teacher Fairness (r-.21,N=183)
Subscale 58--Negative Attitudes Toward Grades (r.24,N=183)
Subscale 76--Self Esteem (r-.39,N=26)
Subscale 78--Emotional Control (r-.50,N=26)
Subscale 81--Self-Confidence and Self-Assurance (r-.44,N=26)

Subscale 82--Sense of Well-Being (r-.58,N=26)

Subscale 105--Self-Assertiveness (r.38,N=90)

Subscale 106--Internal vs. External Locus of Control (r-.59,N=90)

Subscale 109--Self-Depreciation and Self-Punishment (r.52,N=90)

Subscale 112--Interpersonal Effectiveness (r-.23,N=636)

Subscale 114--Orientation Toward Direction and Control of Others (r.32,N=636)

Subscale 115--Sensitivity to Others Reactions (r.31,N=636)

Subscale 118--Concern for Other's Feelings (r-.55,N=81)

Subscale 119--Feelings of Superiority (r.26,N=81)

Subscale 120--Self-Depreciation (r.36,N=81)

Subscale 121--Demanding in Relationships with Others (r.27,N=81)

Subscale 122--Consideration for Others (r-.27,N=81)

Subscale 123--Self Centeredness (r.24,N=81)

Subscale 124--Prejudice and Lack of Tolerance (r.28,N=81)

Subscale 125--Judgmental and Critical of Others (r.51,N=81)

Subscale 126--Superiority and Lack of Tolerance (r.41,N=81)

Of further interest, regarding patterns of correlations that indicate construct validity, are the relationships among subscales in Tests 03 and 04. In test 03 students indicated their perceptions of certain conditions in the school setting. Test 04 scores summarized their need for change or improvement in regard to exactly these same conditions. A logical rule or expectation which emerges from these relationships is that the perception of negative conditions as prevailing within a school system should be related to a higher need for change regarding the same conditions. If negative ratings are given to teacher fairness as perceived by students, for example, the need for change in teacher fairness is expected to be higher than if positive ratings were given. Thus, the expectation is that significant negative correlations should exist in the matrix of intercorrelations of the 15 subscales of Test 03 with the counterparts in Test 04. These correlations are the diagonal values in Table 2 , Appendix E in the square matrix summarizing Test 03-04 correlations. It can be seen that all the diagonal values are significant beyond the .05 level of confidence. Also, all signs are negative except 2, one of which is the correlation of .41 for subscales 10 and 25, Teacher Aloofness, and Mistreatment of Students. The reason is that high scores on the perceived condition, in this case, means that teachers are highly aloof. Thus, high need for change scores are corresponding to the perception that teachers are highly aloof, etc. Again the rule mentioned above is substantiated. In fact, 10 of the 15 diagonal values are higher than respective column values. Seven of the 15 diagonal values exceed both row and column values for the variables involved. This latter point seems to be an indication of discriminant validity since need for change on specific dimensions is most highly related to the perceived positiveness or negativeness of the same school climate conditions. Again, consistency with expectation is indicated and the conclusion that these scales are working well can be made.

These trends hold true despite the conclusion we draw from the intercorrelations of 04 subscales (see Table 3, Appendix E) that need for change may be a generalized construct. Students feeling a high need for change on one dimension would tend to feel this way on the rest of the dimensions in the instrument. This is evident from the high positive correlations among all subscales in Test 04.

Merging the two sets of results it seems that the people with a high generalized need for change responded on Test 03 with a general tendency to perceive negative conditions. However, they saw change as being a greater need when the perceived conditions were more negative.

These have been given only as examples of one way in which the construct validity of any given subscale can be checked. It would be advisable for the potential user to first check the items in any subscale he might wish to use (Appendix B), to determine whether he agrees with the name assigned to that subscale. Then he can check the construct validity, by checking the subscale correlations (Appendix D and E,and Table 12 in the narrative section) to determine whether the pattern of correlations is consistent with the assumptions he would make about the relationship of the subscale with other constructs.

The reader might disagree with the assumptions made in the examples presented here. If so, he should develop his own set of assumptions and test them out.

Interesting or unexpected relationships might also be discovered. There is always the danger of rationalizing relationships found and assuming validity, when in fact the relationships might be accidental, or due to chance. It would be wise to check such relationships through a second administration of the subscales to another sample of students.

The Relationship of Grade Level to Subscores

Certain differences would also be expected between younger students and older students on the self-report measures. These can be examined as further verification of construct validity.

It is generally recognized that students attitudes toward school, their feelings about teachers, their cooperation, behavior, etc., are more positive and conforming in the earlier grades. As students progress through school, they become more negative, they begin to assert their independence, to become somewhat counterdependent, and to question or challenge the status quo.

Concurrently, it would also be expected that as students grow and mature, they develop higher self-esteem, emotional control, self-confidence and self-assurance, more concern and consideration for others, and improved relations with others. This is an apparent paradox, and at first would appear to contradict the findings referred to earlier, of a general correspondence in the total sample between positive attitudes toward school and good feelings about self and others. It would appear that within either group, there is a direct relationship between positive feelings toward school and positive feelings toward self and others, but when looking at the differences between elementary and secondary students, elementary students are more positive toward school but secondary students feel better about themselves and are more mature in their relationships with others.

Table 10 presents the correlation of Grade Level with Subscores. It can be seen that the foregoing assumptions are, in general, confirmed.

The Relationship of Sex to Subscores

Certain differences would also be expected between male and female students in their responses to the subscales. Female students are generally considered to be more cooperative, to have better attitudes toward school, to get along better with their teachers and other students, to work harder and more conscientiously. Females in general are more willing to admit to aesthetic sensitivity, they are more sensitive to others, show more concern and consideration, and generally more positive in their relationships with others. Male students would be expected to have more negative attitudes toward school and the school experience, to be less cooperative and compliant, more competitive, independent, and in general less effective or less congenial in their interpersonal relationships.

From the correlations in Table 11, it can be seen that these expectations are confirmed. Sex differences in the data thus lend additional weight to the construct validity of the student self-report measures.

Convergent, Discriminant Relationships

Relationships that lend themselves to further independent conclusions regarding validity, primarily construct validity, were also analyzed in the correlations between teacher ratings of student attributes and student self-ratings. The staff compared the descriptors (which accompanied the rating sheets) with the items within student self-report subscales to assess comparability between what teachers were rating and the traits students were reporting on. The subscales in the second page of Table 12 were those which were identified as having a counterpart in the teacher ratings. The method of assessing construct validity is an approximation of the Cambell and Fiske (1959) model discussed briefly in the Procedure section. The present treatment is considered an approximation since the information necessary to assess method variance for both methods

TABLE 10

SIGNIFICANT CORRELATIONS OF GRADE LEVEL WITH SUBSCALES

N	r**	TITLE	Subscale
1800	-19	General Attitude Toward School	5 (01/02)
"	-10	Attitude Toward Own School	6 "
950	-18	Teacher Fairness and Personal Interest in Students	9 (03)
"	16	Teacher Aloofness and Mistreatment of Students	10 "
"	-14	Humanistic Treatment of Students	11 "
"	-35	Student Responsibility	13 "
"	7*	Feeling of Acceptance and Belonging	14 "
"	-19	Principal's Interest in Students	15 "
"	-27	School Spirit	17 "
"	11	Student Participation in Decision-Making	18 "
"	-31	Teacher Relations and Job Satisfaction	19 "
"	-23	General School Climate	22 "
"	-16	Treatment of Students as Trusted, Responsible Persons	23 "
916	9	Need for Change Regarding Teacher Aloofness and Mistreatment of Students	25 (04)
"	-7*	Need for Change in Conditions Affecting Feelings of Acceptance and Belonging	29 "
"	7*	Need for Discipline and Control in School	31 "
"	16	Need for Change Regarding School Spirit	32 "
"	10	Need for Increased Involvement of Students in Decision-Making	33 "
900	-15	Motivation to Succeed in School	39 (05)
"	-32	Organization, Perseverance and Competence in School Work	40 "
"	14	Preference for Working with Other Students	41 "
"	-19	Confidence in Front of the Class	42 "
"	-8*	Confidence in Ability to Do Well in School	43 "
"	-16	Attentiveness, Concentration, and Self-Discipline in School Work	44 "
"	-19	Preference for Clear Directions	46 "
"	-25	Attitude Toward Studying and Homework	47 "
"	-10	Participation in Class Discussions	48 "
747	-23	Teacher Interest in Individual Students	49 (06/07)
"	-28	Student Involvement in Choosing and Planning Work	51 "
"	-18	Attitudes Toward Grades in School	52 "
412	38	Negative Attitudes Toward Grades	58 (08/09)
"	-10*	Teacher Competence	61 "
"	12*	Student Freedom and Responsibility	62 "
"	-14	Emphasis on Outside Learning	63 "
536	-11	Student Discipline and Control Advocate	66 (10)
"	9*	Curriculum Based on Learning to Solve Real-Life Problems Advocate	69 "
"	-18	Competitiveness and Desire to Succeed	70 "
"	-15	Agreement with Traditional Classroom Values	71 "

*Significant at the .05 level of confidence. All others are significant at the .01 level.

**A positive correlation means that the higher the grade level the higher the score on that subscale. A negative correlation means the lower the grade level the higher the score.

TABLE 10 (Continued)

SIGNIFICANT CORRELATIONS OF GRADE LEVEL WITH SUBSCALES

N	r	TITLE	Subscale
941	14	Self Esteem	76 (11)
"	-9	Sensitivity to Being Talked About or Criticized	79 "
"	19	Self-Confidence and Self-Assurance	81 "
"	9	Sense of Well-Being	82 "
"	12	Positive, Optimistic Attitude Toward Life	83 "
"	11	Self Understanding	84 "
802	8*	Flexibility and Adaptability	85 (12)
"	9	Willingness to Risk	87 "
"	-17	Prejudice/Conservatism	88 "
"	-13	Compulsiveness	89 "
"	-15	Carefree/Recklessness	90 "
"	18	Happiness/Cheerfulness	91 "
"	-21	Submissiveness/Compliance	92 "
790	17	Confidence in Personal Value and Belief System	93 (13)
"	7*	Interest in Creative Problem-Solving	95 "
"	-11	Aesthetic Sensitivity and Appreciation	96 "
"	8*	Creativity	99 "
1216	-09	Conscientiousness and Pride in Work	100 (14)
952	19	Internal vs. Extrenal Locus of Control and Evaluation	106 (15)
"	-23	Compliance and Conformity	107 "
"	8*	Independence and Self-Sufficiency	108 "
"	-14	Self-Depreciation and Self-Punishment	109 "
"	13	Ambition and Self-Determination	110 "
631	22	Openness to Giving and Receiving Feedback	116 (16)
"	-14	Preference for Competition	117 "
564	14	Concern for Others' Feelings	118 (17)
"	-20	Feelings of Superiority	119 "
"	-9*	Self-Centeredness	123 "
"	-12	Judgemental and Critical of Others	125 "
"	-16	Superiority and Lack of Tolerance	126 "
758	15	Acceptance by Others	127 (18)
"	-12	Shyness	129 "
"	10	Openness and Authenticity	131 "
"	-7*	Lack of Social Concern	134 "

TABLE 11

SIGNIFICANT CORRELATIONS OF SEX WITH SUBSCALES

N	r**	TITLE	Subscale
1785	12	General Attitude Toward School	5 (01/02)
"	9	Attitude Toward Own School	6 "
"	15	Perceived Value of What is Learned in School	7 "
918	7*	Humanistic Treatment of Students	11 (03)
"	11	Feeling of Acceptance and Belonging	14 "
"	10	Principal's Interest in Students	15 "
"	-7	Student Participation in Decision-Making	18 "
"	7	Teacher Relations and Job Satisfaction	19 "
"	14	Student Relations	20 "
"	15	Satisfaction with Emphasis on School Activities	21 "
885		No Significant Correlations	(04)
924	8*	Motivation to Succeed in School	39 (05)
"	14	Preference for Working with Other Students	41 "
"	11	Attentiveness, Concentration, & Self-Discipline in School Work	44 "
"	12	Feelings of Acceptance and Involvement	45 "
"	-9	Preference for Clear Directions	46 "
"	15	Attitude Toward Studying and Homework	47 "
"	-7	Participation in Class Discussions	48 "
760	19	Teacher Relationship with the Student	50 (06/07)
"	14	Attitudes Toward Grades in School	52 "
"	11	Competition in School Orientation Toward Cooperation vs	53 "
436	15	Teacher Temperament	54 (08/09)
"	14	Teacher Fairness	55 "
"	-13	Teacher Dominance & Control	56 "
"	-19	Negative Attitudes Toward Grades	58 "
532	11	Student Responsibility Regarding School Rules Advocate	65 (10)
"	12	Questioning, Exploring Orientation	72 "
"	13	Learning to Work Together Value	75 "
943	9	Sensitivity to Being Talked About or Criticized	79 (11)
"	9	Self Understanding	84 "
777	8*	Flexibility and Adaptability	85 (12)
"	11	Willingness to Risk	87 "
"	-16	Prejudice/Conservatism	88 "
"	-8*	Submissiveness/Compliance	92 "
806	8*	Confidence in Personal Value and Belief System	93 (13)
"	23	Aesthetic Sensitivity and Appreciation	96 "
"	-7*	Self-Confidence as a Learner	97 "
"	-7*	Creativity	99 "
1199	7	Task Application and Diligence	101 (14)
936	10	Internal vs. External Locus of Control and Evaluation	106 (15)
"	-11	Independence and Self-Sufficiency	108 "

*Significant at the .05 level of confidence. All others are are significant at the .01 level.

**A positive correlation means that female scores are higher than male scores. A negative correlation means that male scores are higher than female scores.

TABLE 11 (Continued)

SIGNIFICANT CORRELATIONS OF SEX WITH SUBSCALES

N	r	TITLE	Subscale
631	22	Interpersonal Effectiveness	112 (16)
"	-16	Negative and Dysfunctional Social Responsiveness	113 "
"	-28	Orientation Toward Direction and Control of Others	114 "
"	1[illegible]	Sensitivity to Others' Reactions	115 "
"	-8	Openness to Giving and Receiving Feedback	116 "
"	-20	Preference for Competition	117 "
564	36	Concern for Others' Feelings	118 (17)
"	-33	Feelings of Superiority	119 "
"	26	Consideration for Others	122 "
"	-9*	Self-Centeredness	123 "
"	-21	Prejudice and Lack of Tolerance	124 "
"	-29	Judgmental and Critical of Others	125 "
"	-33	Superiority and Lack of Tolerance	126 "
758	7*	Acceptance by Others	127 (18)
"	18	Friendliness	128 "
"	16	Belief and Trust in Man	130 "
"	12	Openness and Authenticity	131 "
"	-19	Lack of Social Concern	134 "

TABLE 12 (pg. 2)

Teacher Rating Intercorrelations

Rating Title	#	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
Physical characteristics and health	1	100																																			
Self-acceptance, self-esteem, understanding of self	2	54	100																																		
Self-control, emotional stability	3	41	66	100																																	
Positive, optimistic	4	44	70	68	100																																
Sense of humor, natural, spontaneous	5	40	56	49	68	100																															
Careful, shows good judgment	6	34	36	72	63	45	100																														
Imaginitive, creative, original	7	32	50	43	53	47	52	100																													
Bright, good memory, perceptive	8	33	52	47	52	41	58	67	100																												
Verbal and communication skills	9	35	54	43	51	45	53	59	73	100																											
Interest in arts, aesthetic sensitivity	10	23	37	35	41	33	43	64	49	51	100																										
Values, ideals, strengths of convictions	11	33	51	56	57	46	64	53	56	57	51	100																									
Realistic expectations of self	12	38	67	66	66	48	69	50	56	54	41	65	100																								
Coping skills, able to learn from mistakes	13	35	62	69	64	49	73	51	58	53	41	65	73	100																							
Open-minded, flexible, willing to change, adventurous	14	39	58	59	68	36	59	51	50	51	41	57	62	70	100																						
Interested in learning, curious, becomes involved in a task	15	32	53	54	61	46	65	60	65	60	48	63	66	66	66	100																					
Goal oriented, efficient, thorough	16	29	36	60	62	42	73	55	65	59	45	66	71	71	62	50	100																				
Ambitious, success oriented	17	36	39	56	63	44	64	56	64	61	46	65	65	65	61	75	61	100																			
Pride in accomplishments, personal appearance	18	44	34	33	38	45	59	50	52	52	46	61	58	59	56	63	66	70	100																		
Accepts and seeks responsibility	19	37	33	56	59	46	66	52	54	35	45	64	64	64	61	71	73	72	68	100																	
Independent, self-confident, shows initiative	20	43	63	51	61	49	54	57	61	59	42	53	59	57	58	64	63	66	57	65	100																
Shows individuality, questions authority, non-conforming	21	27	43	27	40	37	26	44	44	44	33	35	37	35	38	39	34	40	34	39	40	100															
Relies upon self-assessment, not controlled by others	22	33	32	43	49	42	44	47	50	51	36	47	50	46	42	43	47	51	40	43	44	65	100														
Self-assertive, aggressive	23	32	45	34	40	40	23	41	41	46	29	36	36	32	39	36	33	42	33	36	37	67	64	100													
Effective interpersonal and group skills	24	37	57	49	59	50	59	46	48	51	39	54	58	62	59	55	34	37	32	39	34	38	49	44	100												
Oriented toward working cooperatively with others	25	34	54	62	59	48	63	44	43	45	40	54	57	63	60	57	58	54	54	40	31	30	39	30	60	100											
Able to give and receive feedback, non-defensive	26	29	51	61	59	48	64	43	45	45	39	56	59	67	63	59	61	56	50	50	32	29	43	27	68	75	100										
Fair, dependable, loyal	27	32	45	60	56	43	66	40	41	39	35	60	57	61	53	61	61	55	55	43	49	24	37	20	59	68	70	100									
Kind and helpful to others, interested in others welfare	28	26	41	58	54	44	62	37	36	37	39	57	51	57	56	53	52	48	32	37	43	22	31	17	59	70	68	76	100								
Sensitive to feelings of others, sympathetic, understanding	29	23	38	56	53	42	60	38	36	35	39	54	50	55	54	51	52	46	45	34	43	20	30	13	56	66	67	72	87	100							
Non-possessive, undemanding, accepting, forgiving	30	23	36	56	47	38	58	34	32	29	32	48	48	55	51	47	47	41	42	47	38	20	31	14	53	62	67	67	74	76	100						
Open, shares ideas and feelings honestly	31	31	49	45	55	50	46	44	43	50	35	52	49	49	54	51	**48**	51	46	54	36	40	43	42	56	57	55	53	57	54	54	100					
Tolerant, unprejudiced, treats others as equal	32	27	39	36	50	42	56	34	30	30	32	46	47	54	53	46	45	41	42	46	40	19	31	13	56	65	65	67	73	74	76	57	100				
Friendly, warm, affectionate, trusting others	33	34	48	56	58	54	55	39	34	39	36	50	51	54	58	50	48	46	49	51	48	25	33	25	61	68	64	66	74	72	70	64	76	100			
Accepted, respected by others	34	43	57	59	58	55	55	39	38	40	34	47	54	56	57	49	50	51	51	55	55	32	40	34	67	68	62	60	61	60	58	56	62	72	100		
Sociable, outgoing	35	43	56	42	58	60	37	40	39	48	31	41	47	44	55	44	42	48	48	51	56	40	40	47	60	57	50	45	48	45	38	62	43	62	69	100	
Social responsibility, citizenship	36	38	55	63	61	48	65	44	47	48	39	63	62	61	59	56	60	60	58	63	58	35	47	33	64	66	65	70	68	65	61	59	63	67	68	60	100

N=1491

TABLE 12 (pg. 2)

Correlations of Teacher Ratings with Respective Self-Report Subscales

Subscale Title	#	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	N
General Attitude Toward School	5	14	19	20	22	11	24	13	15	14	14	17	14	17	13	18	21	17	22	20	19	07	13	03	21	20	20	17	17	16	12	14	12	21	18	16	23	587
Perceived Value of What is Learned in School	7	10	22	28	28	12	30	19	23	22	14	21	23	25	21	23	31	25	20	26	21	06	15	02	24	25	27	22	22	25	19	15	14	22	19	13	25	
Feeling of Acceptance and Belonging	14	12	17	19	18	22	18	20	12	04	10	14	18	16	14	18	21	18	14	19	18	10	09	13	19	18	14	14	13	14	11	12	09	16	19	20	13	309
Motivation to Succeed in School	39	12	29	35	31	13	35	33	34	31	31	30	32	37	37	29	37	36	29	34	29	13	25	16	30	29	31	25	29	26	27	28	28	31	24	19	33	342
Organization, Perseverance & Competence in School Work	40	22	28	24	28	22	23	21	20	17	20	17	25	27	19	15	24	27	21	25	22	00	15	10	22	17	22	18	17	15	16	19	17	25	25	23	18	
Preference for Working With Other Students	41	02	04	10	01	-05	07	03	09	07	02	10	05	07	04	-01	06	03	09	05	07	04	03	00	00	02	08	07	04	01	02	03	02	-01	05	02	08	
Confidence in Ability To Do Well In School	43	10	21	22	28	14	23	23	31	28	22	24	20	31	23	19	26	29	16	29	24	08	21	12	18	18	20	19	20	16	13	16	15	19	20	21	23	
Attentiveness, Concentration, & Self-Disipline in School Work	44	12	32	25	24	11	28	36	35	27	28	21	34	29	27	33	35	33	23	28	34	18	23	18	22	23	25	21	25	24	22	27	23	24	18	18	26	
Attitude Toward Studying and Homework	47	18	32	29	24	16	28	29	24	19	30	23	29	29	26	28	30	26	21	28	29	15	21	16	29	25	28	22	27	28	25	21	26	24	25	18	26	
Attitudes Toward Grades in School	52	05	19	24	25	12	26	10	20	23	10	20	25	20	23	22	26	21	15	18	12	07	16	05	18	12	18	09	14	21	07	04	09	08	15	08	17	261
Attitudes Toward Grades	58	15	27	20	39	27	20	33	19	30	23	21	22	22	25	05	04	16	-03	14	22	11	08	13	19	26	19	13	10	07	10	25	11	21	12	13	45	77
Attitudes Toward Competition	59	03	08	04	-03	-01	11	-08	14	-01	-18	01	14	08	02	14	17	08	15	18	06	17	17	-02	00	-03	07	01	-01	01	03	09	06	03	12	-02	03	
Student Responsibility Regarding School Rules	65	00	10	04	06	10	-05	20	04	09	26	12	06	04	-00	01	10	05	05	02	01	06	04	14	11	03	04	03	12	13	01	09	01	-08	-03	16	07	102
Student Initiative and Independence	68	02	23	26	10	14	13	23	22	18	02	27	15	18	11	18	26	33	26	28	25	19	16	20	12	11	10	20	14	14	01	27	-09	-00	08	20	22	
Competition and Desire to Succeed	70	-14	00	00	03	-05	-05	05	-06	-04	10	00	12	01	-14	00	03	05	00	05	-16	-13	-13	06	-02	-00	-14	-00	-05	-07	-07	10	-15	-18	09	03	05	
Agreement with Traditional Classroom Values	71	-02	-07	-01	07	06	-09	09	-15	-08	12	-03	-02	-13	-09	00	-00	-02	05	-11	-17	-09	-05	04	08	-04	-02	-02	-00	-05	-02	05	-07	-12	-03	05	06	
Curriculum Based on Society's Needs and Problems	74	02	15	14	-13	-03	-11	07	06	06	-04	17	05	08	-08	-01	-01	03	06	[illegible]	09	-05	04	06	02	-02	01	04	05	-00	-11	10	-00	-17	-02	05	08	
Self Esteem	76	09	29	15	13	09	16	14	16	10	-03	-02	17	10	04	09	17	10	12	09	17	12	18	14	17	06	06	04	04	01	11	11	11	06	09	04	07	178
Emotional Control	78	08	19	09	14	03	06	07	11	06	06	01	07	10	05	05	13	08	03	01	15	08	17	07	07	01	01	-02	01	-07	03	06	13	06	03	05	03	
Resilience - Recovery from Emotional Upset	80	00	08	00	03	04	08	-02	04	04	03	02	07	00	05	03	14	10	06	08	14	16	17	17	05	01	08	10	12	07	11	11	11	07	13	05	01	
Self-Confidence and Self-Assurance	81	11	30	16	19	17	18	23	23	15	11	09	20	12	14	19	30	24	17	19	23	15	26	20	19	11	14	06	11	05	15	16	20	18	20	13	14	
Sense of Well-Being	82	11	12	05	05	05	08	05	17	06	-02	05	14	08	05	08	16	06	10	[illegible]	10	00	11	-00	05	02	02	-08	-05	-10	01	-03	01	-01	-03	-07	-04	
Positive, Optimistic Attitude Toward Life	83	21	26	13	13	16	15	18	12	12	03	04	18	11	07	11	17	13	15	07	14	10	16	14	07	03	09	-03	06	03	07	06	10	11	10	11	08	
Self-Understanding	84	03	02	00	02	05	03	-03	04	-01	-04	-13	04	-01	01	-05	-01	-12	-06	-11	-03	-07	-05	-10	-02	-08	-07	-13	-13	-13	-00	-11	-03	-03	-12	-16	-17	
Flexibility and Adaptability	85	11	24	19	13	07	17	18	18	23	20	22	19	20	14	17	16	22	23	15	19	15	15	16	22	24	16	16	10	11	09	14	09	11	17	17	22	407
Impulsiveness	86	-11	-12	-12	-13	-08	-11	-08	-13	-06	-05	-13	-11	-12	-08	-17	-11	-12	-09	-11	-13	-10	-14	-10	-09	-08	-11	-10	-11	-15	-15	-13	-12	-14	-09	-07	-10	
Confidence in Personal Value and Belief System	93	00	13	10	12	04	20	18	23	13	16	17	19	14	05	17	21	21	14	13	15	10	10	10	14	11	05	11	11	11	12	14	09	11	12	[illegible]	16	324
Aesthetic Sensitivity & Appreciation	96	-03	12	09	11	07	15	20	16	16	31	16	11	09	05	17	19	19	13	17	12	05	07	01	15	14	11	12	11	11	03	06	06	07	05	00	09	
Self-Confidence as a Learner	97	05	10	05	04	-03	09	07	19	16	09	10	08	03	-09	06	08	11	07	07	04	09	09	07	05	03	01	02	01	01	-01	07	01	06	02	03	03	
Independence & Positive Self-Regard	98	-03	11	06	08	03	12	15	16	12	22	14	10	10	-01	14	15	16	09	11	13	06	07	05	12	11	08	04	04	07	-01	04	05	04	06	02	06	
Creativity	99	-00	10	06	15	04	15	18	19	10	11	11	10	06	03	09	11	13	12	10	10	08	10	06	08	09	07	02	01	06	01	11	05	07	07	07	10	
Conscientiousness and Pride in Work	100	09	18	13	15	12	15	11	12	11	02	11	14	18	10	19	16	20	15	22	13	14	11	06	11	13	17	17	16	12	11	14	14	21	17	18	14	435
Task Application and Diligence	101	16	17	15	18	10	19	21	23	17	10	19	13	22	14	19	17	19	19	[illegible]	22	09	12	07	18	17	19	22	20	21	22	14	23	23	17	24	25	
Self-Assertiveness	105	12	11	00	09	15	-04	-05	-08	05	-06	-04	-01	08	02	05	00	08	-02	[illegible]	07	09	08	12	05	03	05	02	00	01	-05	07	-02	06	10	09	-00	217
Internal Vs. External Locus of Control & Evaluation	106	19	10	07	04	06	07	13	18	17	09	13	10	07	08	18	14	13	05	15	25	22	25	18	06	05	06	09	04	02	06	11	09	13	10	16	15	
Compliance and Conformity	107	06	11	16	15	03	17	00	07	12	09	03	15	08	06	07	18	15	17	07	01	-06	-03	01	14	14	10	14	10	11	04	-03	11	06	11	03	10	
Independence and Self-Sufficiency	108	02	00	02	14	06	01	10	06	10	07	-00	-01	04	04	09	12	12	07	04	14	11	09	15	08	07	02	-00	-01	01	-05	07	-03	01	04	07	03	
Self-Depreciation & Self-Punishment	109	-14	-07	-09	-03	-02	-12	-12	-15	-13	-10	-13	-11	-07	-10	-11	-09	-09	-12	-08	-14	-11	-21	-09	-04	-06	-04	-07	-08	-05	-09	03	-06	-08	-06	-03	-07	
Orientation Toward Direction & Control of Others	114	-03	03	05	09	07	14	18	24	24	17	28	12	08	-08	11	11	19	19	07	15	16	15	24	06	01	-02	09	02	02	01	12	01	02	20	14	19	88
Sensitivity To Others' Reactions	115	17	18	04	26	14	19	27	12	07	17	09	16	26	22	26	20	20	25	34	25	14	11	06	28	37	20	15	19	21	07	29	13	14	21	31	16	
Preference For Competition	117	-09	-11	05	01	-12	11	-00	14	17	-03	18	02	07	02	03	06	07	13	12	06	02	04	03	10	10	02	07	-02	-05	-12	-02	-06	04	17	09	08	
Concern for Others' Feelings	118	03	04	10	13	13	11	26	29	16	15	15	20	10	19	19	22	19	12	15	13	07	13	00	06	06	10	16	08	14	18	15	14	15	03	12	08	127
Feelings of Superiority	119	-06	-06	-10	-10	-11	-07	-03	-12	-06	-04	-08	-20	-08	-13	-07	-14	-09	-11	-13	-15	-12	-19	-04	-12	-16	-12	-17	-23	-25	-22	-15	-22	-22	-16	-18	-17	
Consideration for Others	122	03	-00	02	06	04	12	26	20	18	19	09	11	11	16	19	14	18	05	13	19	11	18	08	07	05	09	09	10	12	20	22	15	17	09	17	14	
Prejudice and Lack of Tolerance	124	-19	-10	-02	-02	-06	02	-11	-14	-08	-06	-09	-11	-02	-09	-08	-13	-09	-03	-16	-18	-13	-19	-06	-06	-04	-04	-10	-01	-05	-09	-01	-09	-15	-06	-11	-09	
Judgmental and Critical of Others	125	-09	-06	-04	-07	-13	02	-12	-21	-08	-02	-12	-20	-02	-07	-08	-13	-11	-13	-10	-08	-05	-06	-04	-08	-00	-05	-12	-06	-03	-08	-11	-06	-10	02	-09	-07	
Superiority and Lack of Tolerance	126	-16	-10	-06	-07	-12	-00	-12	-20	-10	-06	-12	-21	-05	-12	-10	-18	-12	-11	-17	-18	-13	-19	-06	-10	-08	-08	-16	-11	-13	-16	-10	-15	-20	-08	-16	-14	
Acceptance by Others	127	30	24	37	27	20	25	08	16	18	-07	22	27	31	28	15	22	20	26	20	19	21	22	14	26	20	20	20	19	16	17	12	24	12	25	22	17	173
Friendliness	128	11	06	12	09	06	05	-01	01	10	-07	04	04	00	10	01	05	10	13	09	12	13	04	02	-01	-06	-01	-08	-02	-04	-01	-04	-00	01	04	15	-05	
Shyness	129	-27	-13	-12	-12	-11	-04	-10	-08	-14	-09	-07	-06	-11	-23	-09	02	-07	-04	-10	-31	-14	-17	-17	-21	-16	-05	-01	01	05	-01	-12	-20	-09	-19	-17	-11	
Belief and Trust in Man	130	12	13	15	10	09	16	03	09	11	01	04	14	10	17	07	07	13	11	15	20	06	09	10	09	12	07	02	01	03	11	-02	11	03	20	17	05	
Openness and Authenticity	131	21	14	15	17	06	14	07	17	16	-01	16	15	09	20	15	15	15	21	11	20	15	15	14	09	12	10	05	08	04	02	09	07	03	08	17	06	

was not presented. This is due again, to the magnitude of the presentation that would be involved relative to the perceived advantage.

The criteria which guide the assessment of validity are two (primarily). (1) Do independent assessments of the same "construct" correlate; and (2) are these correlations greater than the correlations between different constructs. Thus, convergent validity is assessed by the degree to which the two measures (teacher ratings and self-report) of the same construct agree. The degree to which a variable correlates with similar traits over its correlations with dissimilar traits is discriminate validity. Table 12 lends itself to this type of treatment. The first page of Table 12 presents the intercorrelations among the student attributes which were rated by the teachers. The teachers apparently tended to give either high or low ratings to students uniformally across all traits. If a student was rated high or low on any given trait, he was rated likewise on all the rest (since all correlations are moderately high and positive). The apparent "halo effect" renders the teacher rating methodology suspect to an unknown degree.

Page 2 of Table 12 presents the correlations between similar traits measured by the two methods. The vertical axis represents student self-report measures of the various constructs which were believed to correspond to at least one of the 36 ratings made by teachers (the horizontal axis). The squares that surround certain values in the matrix represent convergent validities. The row and column variables for any given square are thus the two which were rated as being similar in the processes mentioned earlier. For example, in the intersection of subscale 43 with rating number 8, the correlation of .31 is identified by a square. This means that the items in subscale 43, Confidence in Ability to Do Well in School, seemed to correspond (in the conceptual analysis) to the descriptors accompanying the rating sheet for the qualities of being Bright, Perceptive, and Having a Good Memory. Thus, these two constructs were, on an apriori basis, deemed similar. To invoke the criteria of the method, we would require that the correlation of .31 be higher than any row or column value which apply to variables 8 and 43, respectively. An exception to this rule is evident in the correlation of variable 43 with rating 13, Coping Skill, Able to Learn from Experience. Also, rating number 8 correlated .34 and .35 with subscales 39 and 44 respectively. These are entitled Motivation to Succeed in School (39), and Attentiveness, Concentration & Self-Discipline in School Work (44). Since a correlation of .31 is moderately high, some convergence is evident. Also, since most column and row values are lower than .31, discriminant validity is indicated, especially when considering the fact that the exceptions involved quite similar constructs. However, discriminant validity also requires that the convergent validity coefficient (i.e. .31) exceed the intercorrelations of different traits measured by the same method (i.e., page 1 of Table 12). This last aspect of convergent validity could not be met by any variable in this analysis because the average intercorrelation of the ratings is so high relative to the correlations of similar constructs.

The example dealing with variable 8 and 43 brings us into the issue of trait validity. Does variable 43 measure confidence or coping skills? Does rating 8 measure motivation, confidence, or attentiveness and concentration? If fine distinctions are of focal importance, these are not trite questions. Such questions are central to the issue of: What constructs or attributes are, in fact, being measured? In regard to making fine distinctions, we need to take into consideration the expected high correlations among certain affective variables. This expectation, however, tends to complicate the definition of what specific attribute is, in fact, being measured.

To continue inspecting the table, we find some promising convergent validities. The intersection of rating 10 with Subscale 96 is an example. Again a correlation of .31 exceeds most row and column values applying to the rating of Interest in Arts and Aesthetic Sensitivity (10) as well as to the self-report of Aesthetic Sensitivity and Appreciation (96). This finding suggests that both measures are valid. Another such finding is the correlation of .29 between the rating of Self-acceptance, Self-esteem, Understanding of Self and the Subscale entitled Self-esteem, variables 2 and 76 respectively. The positive findings are indeed encouraging despite a balance that may be tipped in the opposite direction. This method, however, is a stringent test, and it is perhaps even unwarranted in this case, given the combination of two aspects of the results: (1) the ratings were not tightly defined to parallel student constructs because student constructs emerged after data collection and (2) the teacher ratings may not have construct validity within the set, because of the pattern of relationships that are seemingly in opposition to expectation, showing a strong tendency toward "halo effect" measurement error. Also, the rating instruments were not designed for one-shot collection of data but for ongoing use in the classroom, and teachers were not trained to use the instruments or to make these kinds of observations. The fact that they still showed some validity is encouraging.

Despite these restrictions, the dual-method and multi-trait matrix of Table 12 does lend itself to the assessment of the various "constructs", whether they are defined by self-report or teacher ratings. Where the evidence is highly lacking in validational support either or both measures of a construct may be suspect. For example, the intersection of Subscale 131, Openness and Authenticity with rating 31, Open, Shares Ideas and Feelings Honestly yielded a correlation of .09. Numerous row and column values for these variables exceed this value. The problem becomes one of assessing which measure of openness to doubt. Since the evidence is indicating lack of convergence it cannot be answered within this particular analysis. A possibility would be to inspect the pattern of relationships that exist between each of these variables and other variables. Whichever of the two held up under this type of inspection would then be considered more valid. Again, the possibility is that either or both are not working well as measures of the construct; or the construct may not exist as defined by either or both measures.

It is hoped that potential users of the scales may avail themselves of the data being presented to do some further checking of scales of particular interest to them.

The relationships between self-report subscales and achievement scores are presented in Table 14. This matrix lends itself to a validity analysis similar to that described earlier. In this regard, expected relationships between affective measures and achievement scores can be checked against empirical relationships for compatability. To illustrate this, a pattern of expectations was assumed prior to the inspection of the data. It would be expected that students with high academic achievement would obtain higher self-report scores on the following dimensions:

1. General attitude toward school
2. Relations with and attitudes toward teachers
3. Competence and ability to do schoolwork
4. Agreement with traditional classroom norms
5. Self-confidence, assurance (primarily as a learner)
6. Conscientiousness, pride, application and diligence in work.
7. Independence and self-sufficiency
8. Interpersonal effectiveness and acceptance by others.

Table 13 summarizes the empirical findings regarding the subscales that represent these eight affective dimensions and their correlations with achievement scores.

It can be seen from Table 13 that most of the expectations were confirmed, with significant correlations in the appropriate direction occurring as expected in the majority of the comparisons.

Table 14, the larger matrix of intercorrelations lends itself to further analysis of interest. Of particular interest is the pattern of relationships between student attitudes and their grade point averages. Inspection of the GPA column of correlations shows that students with low grades, for example, have less positive attitudes toward school, see students as being mistreated, see school climate negatively, are lowly motivated to succeed in school, less organized, persevering and competent in schoolwork, less confident regarding school work, less attentive and self-disciplined, have negative attitudes toward homework, see teachers in a bad light (as unfair,

TABLE 13

SOME EXPECTED RELATIONSHIPS BETWEEN ACHIEVEMENT DATA AND AFFECTIVE DIMENSIONS

1	2	3		TITLE
-			1	Composite Achievement
88*	-		2	Reading Achievement
46*	MD	-	3	Grade Point Average
18*	14*	20*	5	General Attitude Toward School
30*	32*	21*	7	Perceived Value of What is Learned in School
03	08	23	9	Teacher Fairness and Personal Interest in Students
-18*	-23*	-18	10	Teacher Aloofness and Mistreatment of Students
03	-06	09	49	Teacher Interest in Individual Students
20*	11	18	50	Teacher Relationship With the Student
18*	12	36*	54	Teacher Temperament
25*	20*	45*	55	Teacher Fairness
09	02	39*	64	Teacher Understanding, Patience, and Interest
13	09	29*	40	Organization, Perseverance and Competence in School Work
26*	24*	28*	43	Confidence in Ability to do Well in School
04	06	18	71	Agreement with Traditional Classroom Values
25*	26*	26*	81	Self-Confidence and Self-Assurance
29*	28*	20	97	Self-Confidence as a Learner
15*	11*	13	100	Conscientiousness and Pride in Work
29*	28*	20	101	Task Application and Diligence
21*	29*	13	108	Independence and Self-Sufficiency
32*	31*	24	112	Interpersonal Effectiveness
18*	18*	18	127	Acceptance by Others

*Significant at .01 level of confidence

TABLE 14

Correlations of Achievement with Subscale Scores

TITLE	#	1	(N)	2	(N)	3	(N)
Composite Achievement	1	100					
Reading Achievement	2	88*	(1858)	100			
Grade Point Average	2	46*	(141)	—	(0)	100	
General Attitude Toward School	5	18*	(793)	14*	(1007)	20*	(278)
Attitude Toward Own School	6	17*		17*		11	
Perceived Value of What is Learned in School	7	30*		32*		21*	
Teacher Fairness and Personal Interest in Students	9	03	(415)	08	(443)	23	(111)
Teacher Aloofness and Mistreatment of Students	10	-18*		-23*		-19	
Humanistic Treatment of Students	11	23*		25*		26*	
Fairness of Rules and Punishment	12	14*		09		25	
Feeling of Acceptance and Belonging	14	06		15*		19	
Principal's Interest in Students	15	06		07		11	
Student Participation in Decision-Making	18	-08		-16*		-03	
Student Relations	20	04		12		22	
General School Climate	22	09		11		30*	
Treatment of Students as Trusted, Responsible Persons	23	04		01		23	
Need for Change or Improvement in:							
Teacher Fairness and Personal Interest in Students	24	-11	(406)	-21*	(425)	02	(106)
Teacher Aloofness and Mistreatment of Students	25	-06		-16*		07	
Humanistic Treatment of Students	26	-11		-22*		04	

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*Significant beyond the .01 level.

TABLE 15

Correlations of Achievement with Subscale Scores

TITLE	#	1	(N)	2	(N)	3	(N)
Need for Change or Improvement in:							
Fairness of Rules and Punishment	27	-12	(406)	-16*	(425)	-05	(106)
Student Responsibility	28	-04		-04		13	
Conditions Affecting Feelings of Acceptance and Belonging	29	-13		-21*		07	
Principal's Interest in Students	30	-12		-21*		01	
Discipline and Control in School	31	-01		-16*		02	
School Spirit	32	-10		-15*		24	
Student Participation in Decision-Making	33	-02		-08		-06	
Teacher Relations and Job Satisfaction	34	-14*		-20*		18	
Student Relations	35	-02		-10		11	
Satisfaction with Emphasis on School Activities	36	-12		-21*		08	
General School Climate	37	-09		-20*		10	
Treatment of Students as Trusted, Responsible Persons	38	-09		-19*		04	
Motivation to Succeed in School	39	18*	(287)	31*	(357)	47*	(172)
Organization, Perseverance and Competence in School Work	40	13		09		29*	
Preference for Working with Other Students	41	-13		00		-02	
Confidence in Ability to Do Well in School	43	26*		24*		28*	
Attentiveness, Concentration, & Self-Discipline in School Work	44	15		27*		44*	
Attitude Toward Studying and Homework	47	04		20*		36*	

TABLE 15 (Continued)

Correlations of Achievement with Subscale Scores

TITLE	#	1	(N)	2	(N)	3	(N)
Teacher Interest in Individual Students	49	03	(434)	-06	(473)	09	(107)
Teacher Relationship with the Student	50	20*		11		18	
Student Involvement in Choosing and Planning Work	51	-04		-03		09	
Attitudes Toward Grades in School	52	20*		13		23	
Teacher Temperament	54	18*	(279)	12	(24)	36*	(72)
Teacher Fairness	55	25*		20*		45*	
Teacher Dominance & Control	56	-14		-18*		-41*	
Negative Attitudes Toward Grades	58	11		14		-08	
Attitudes Toward Competition	59	08		14		23	
Opportunities to Work with Other Students	60	17		15		26	
Teacher Competence	61	08		02		21	
Student Freedom and Responsibility	62	02		-04		09	
Teacher Understanding, Patience, and Interest	64	09		02		39*	
Advocates:							
Student Responsibility Regarding School Rules	65	05	(317)	09	(240)	17	(167)
Student Discipline and Control	66	-14		-14		05	
Curriculum Based on Students' Needs and Interests	67	-03		07		-09	
Student Initiative and Independence	68	25*		33*		21*	
Curriculum Based on Learning to Solve Real-Life Problems	69	14		16		-08	
Competitiveness and Desire to Succeed	70	-05		-08		-01	
Agreement with Traditional Classroom Values	71	04		06		18	

TABLE 15 (Continued)

Correlations of Achievement with Subscale Scores

TITLE	#	1	(N)	2	(N)	3	(N)
Advocates:							
Questioning, Exploring Orientation	72	08	(317)	22*	(240)	11	(167)
Teacher Support of Independent Activities	73	17*		22*		14	
Curriculum Based on Society's Needs and Problems	74	09		18*		05	
Learning to Work Together	75	05		12		03	
Self Esteem	76	14*	(628)	15*	(580)	10	(132)
Energy Level	77	15*		15*		13	
Emotional Control	78	10		09		13	
Sensitivity to Being Talked About or Criticized	79	01		-21*		-22*	
Resilience - Recovery from Emotional Upset	80	17*		14*		08	
Self-Confidence and Self-Assurance	81	25*		26*		23*	
Sense of Well-Being	82	11*		10		24*	
Positive, Optimistic Attitude Toward Life	83	10		12*		17	
Self-Understanding	84	01		03		07	
Flexibility and Adaptability	85	23*	(357)	31*	(396)	21	(84)
Impulsiveness	86	-11		-14*		00	
Willingness to Risk	87	08		13*		33*	
Prejudice/Conservatism	88	-07		-10		-10	
Compulsiveness	89	-05		-01		-11	
Carefree/Recklessness	90	-12		-17*		-10	
Happiness/Cheerfulness	91	08		18*		-06	
Submissiveness/Compliance	92	-19*		-19*		02	

TABLE 15 (Continued)

Correlations of Achievement with Subscale Scores

TITLE	#	1	(N)	2	(N)	3	(N)
Confidence in Personal Value and Belief System	93	21*	(398)	28*	(453)	20	(112)
Verbal and Communication Skills	94	15*		19*		13	
Interest in Creative Problem-Solving	95	16*		21*		17	
Aesthetic Sensitivity & Appreciation	96	24*		22*		18	
Self-Confidence as a Learner	97	29*		28*		20	
Independence & Positive Self-Regard	98	18*		22*		17	
Creativity	99	14*		17*		00	
Conscientiousness and Pride in Work	100	15*	(559)	11*	(620)	13	(137)
Task Application and Diligence	101	29*		27*		17	
Ambition and Desire to Succeed	102	30*		28*		23*	
Cooperation and Helpfulness	103	-05		-06		09	
Self-Assertiveness	105	07	(473)	05	(476)	03	(147)
Internal vs. External Locus of Control and Evaluation	106	13*		16*		09	
Compliance and Conformity	107	12*		07		28*	
Independence and Self-Sufficiency	108	21*		29*		13	
Self-Depreciation & Self-Punishment	109	-07		-14*		-10	
Ambition and Self-Determination	110	22*		25*		04	
Traditional Social Values	111	28*		29*		22*	
Interpersonal Effectiveness	112	32*	(385)	31*	(321)	24	(112)
Negative and Dysfunctional Social Responsiveness	113	-19*		-15*		-24	
Orientation Toward Direction and Control of Others	114	-06		-03		-01	

TABLE 15 (Continued)

Correlations of Achievement with Subscale Scores

TITLE	#	1	(N)	2	(N)	3	(N)
Sensitivity to Others' Reactions	115	-02	(385)	03	(321)	07	(112)
Openness to Giving and Receiving Feedback	116	02		10		07	
Preference for Competition	117	12		08		09	
Concern for Others' Feelings	118	20*	(276)	17	(288)	24	(89)
Feelings of Superiority	119	-15		-09		-10	
Self-Depreciation	120	04		10		07	
Demanding in Relationships with Others	121	-06		05		-11	
Consideration for Others	122	21*		14		21	
Self-Centeredness	123	-09		-11		-06	
Prejudice and Lack of Tolerance	124	-20*		-05		-16	
Judgmental and Critical of Others	125	-01		-04		-15	
Superiority and Lack of Tolerance	126	-16		-07		-17	
Acceptance by Others	127	18*	(514)	18*	(506)	18	(84)
Friendliness	128	13*		13*		-05	
Shyness	129	-08		-05		-09	
Belief and Trust in Man	130	16*		11*		-05	
Openness and Authenticity	131	22*		19*		-03	
Social Responsibility	132	18*		19*		10	
Attitudes Toward Older People	133	13*		12*		12	
Lack of Social Concern	134	-10		-13*		-15	

dominant, non-understanding, impatient, disinterested), etc. One begins to wonder which is the cart and which is the horse. The question should at least be asked: could grading practices produce such attitudes?

Recommendations For Further Development

This part of the report will focus on the problems, deficiencies, and omissions in the development of instruments on the affective project. It is hoped that this will not leave the reader with the impression that we feel the project has been less than successful. What is presented here are things we would like to have done had we had sufficient time and staff, things we hope to be able to do in the future, and things we hope others will do. If we had the project to do over, we would do some things differently, of course. But we are convinced, from intimate association with the data, that the instruments are providing meaningful data regarding the way students feel, in areas identified as important by teachers, parents, students, and others. The focus has been on the development of straightforward instruments, simple to administer and score in the classroom, without the aid of computers or measurement specialists. (For large scale administration, of course, the computer would be indispensable.)

The subscales presented in this report are in various stages of refinement, as stated earlier. Many could be used with considerable confidence in their present form, but some are questionable in terms of both reliability and validity. With some, although the items have fallen together empirically (on the basis of item intercorrelations), it is questionable just what construct they represent. If we have a measure on that variable, what does it mean? There is no point in retaining a subscale if it is of limited utility, no matter how high the reliability or how well it might correlate with other measures.

Most of the smallest subscales (those consisting of only two or three items) have been excluded from much of the treatment in this report. The user might wish to examine these subscales, however, to determine whether they include constructs of interest to him, and whether some might be developed further through the addition of appropriate items. It is quite probable that some important constructs were not able to emerge as larger subscales simply because additional items representing that construct were not available in the item pool. If a small subscale is of particular interest, the construct it represents should be defined carefully, items should be written that fall within the definition, and the subscale should be submitted to assessment of the type described in this report.

Some of the smaller subscales retained because of high reliability, apparent validity, or importance of the construct represented could probably be improved by the addition of items. It should be noted that, in general, reliabilities are higher in subscales with a larger number of items. This would be true up to an indeterminate point.

Some subscales undoubtedly contain items that are contributing little or nothing to either reliability or validity. These items can usually be identified by examining the item-subscore correlations. Larger subscales might be improved if those items that show particularly low correlations are deleted. Or the items might be rewritten, if it becomes apparent that they are ambiguous, unclear, or too complex.

Some subscales may be larger than they need to be. At some point the addition of items reaches a point of diminishing returns. In the interest of parsimony, it might be wise to examine the size of subscales. With larger subscales it might be worthwhile to delete items with lower correlations with the subscore, beginning with the lowest and re-analyzing to determine at what point deletion of items begins to effect the reliability.

One problem in the development of affective subscales is the high correlations one would expect among different constructs (i.e., self-confidence, independence, self-esteem, sense of well being, focus of control, etc.) A given item may correlate highly with more than one subscale. It is difficult to determine at times whether the item should be included in one or the other or both. Either subscale, when considered independently, might be improved by the addition of the same item, but it has to be recognized that if these subscales are to be compared, the inclusion of common items will inflate the subscale intercorrelations. Ideally, items that load equally well on more than one subscale would be eliminated or restricted in their use and other items written to better discriminate between the subscales.

A few of the subscales presented in this report have common items. This should be taken into consideration, particularly in the validity analysis. Wherever possible, these items should be eliminated, or they should be re-analyzed with other constructs to determine where they best fit.

However, in some cases, a generalized overall scale may be of more practical use. An example is Subscale 22 which was created by picking up items from different subscales on the basis of item correlations. A number of different smaller subscales contribute to the student's perception of the school climate (i.e., Teacher Fairness and Personal Interest in Students, Teacher Aloofness and Mistreatment of Students, Humanistic Treatment of Students, Fairness of Rules and Punishment, Principal's Interest in Students, and Student Relations). Some items within these subscales are more directly related to climate than others. These were included in Subscale 22. But the relationship between these subscales and perceived climate is real, because significant aspects of these subscales form the basis of perception of climate. In general, it would be possible to obtain a very similar general climate score by combining complete subscores (particularly if they are weighted), but this is a decision that would have to be made on the basis of comparative analysis of the two methods of obtaining the score and the convenience in obtaining the score.

In a few cases, items were combined in different ways in different subscales to determine which combination appeared to hold up best and which appeared to be the most meaningful. Some of these combinations seem to work better than others (as seen in the reliabilities and correlations with other subscales). Some that appear to be good subscales may be redundant because they are too close in item content and meaning to other subscales. Decisions regarding their use will thus depend on close inspection of the differences among such measures to ensure that the best one is selected for a given purpose.

In addition to the problem of subscales with low reliabilities and questionable validity, some subscales derived from different tests have very similar content. When examining these, the question becomes, would these items have grouped in the particular way they did if they had been administered and analyzed together? It would be advisable to combine certain subscales in the same administration for a second analysis to determine whether items would group in a different manner from that observed in this analysis. More meaningful and more discrete subscales might be developed from such an analysis.

It is also quite possible that affective constructs of particular interest to some readers are not included in the measures presented here. In that event, it would be necessary for the user to repeat the entire process: define the construct, select or write items, administer to a sufficiently large sample of students, and analyze in a manner similar to that described herein.

One approach to re-analysis of the data in making any or all of the foregoing changes, additions, or improvements, would be to re-administer all items of a broad, selected item pool (from different instruments) to a large enough sample of students, and to factor analyze all items together in one analysis (rather than 15 as in the present study). This would allow one to determine whether the original constructs were strong enough to hold up in a second administration, whether new items were grouping with expected items, and whether items were redistributing themselves among other clusters of items when given the opportunity to be analyzed with these additional elements.

A second approach would be to administer all the subscales one would like to analyze together, to the same group of students, as above. Instead of factor analyzing the data, however, a person could retain the original constructs by identifying and scoring only a few (core) items that best define the constructs and extend the construct definitions by checking the correlation of all other items against each of the sets of core items. Core items could best be identified by their present item-subscore correlations. The higher the correlation, the more central the item to the construct represented by that subscale. With small subscales, it might be necessary to select the core items conceptually--those items that appear to best define the construct of interest. The correlations between items and sets of core items would then be examined to determine where each item would best fit. Subscales would be formed on the basis of this analysis.

With either approach (factor analysis or analysis of items against core constructs), the new subscale should be submitted to further analysis to determine their reliability and validity, following procedures similar to those described in the analysis of the present data.

Another consideration is that separating some subscales from others might be resulting in discriminations that are too fine to be meaningful or useful. Perhaps some subscales should be combined to provide a single, more comprehensive measure that would be more meaningful to the user. An example might be the high intercorrelations among Subscales 5, 6, 7, 39 and 47, discussed at length in the validity section. A user might wish to hold out Subscale 6, *Attitude Toward This School*, to compare with *Attitudes Toward School in General*. He might feel that there is no need to have a separate score on *Perceived Value of What is Learned in School*, (Subscale 7), but prefer to include it with Subscale 5 for a single, possibly better measure of attitude toward school. He might also feel that there is no need to have a separate score for *Attitude Toward Studying and Homework* (Subscale 47), but to include this in a single score with Subscales 5 and 7.

But he might decide that he is interested in looking at Motivation to Succeed in School (Subscale 39) apart from Attitudes toward school, and retain this as a separate subscore. If so, he might wish to write additional items to develop a larger subscale. These are decisions the user should make or at least such decisions should be based on user input.

Another way of combining subscales would be to factor analyze the subscores. This would show how the subscales could be grouped together to form larger, more generalized constructs. The decision would then have to be made as to whether the generalized construct would be useful and should be used to obtain a single score, or whether it had reached a level of abstraction that would no longer have meaning to potential users.

In subsequent analyses of the instruments it would be worthwhile to attempt to assess the measurement error resulting from response styles, such as the tendency to agree, or agreement with what is assumed to be the socially desirable position, the tendency to give extreme responses, or to avoid extreme responses, or the previously mentioned grossly inconsistent responding. Substantial research has been conducted on these issues and could serve as the basis for similar research with these instruments.

Test 04 was quite different from all other tests in that it focused specifically on the student's feelings regarding the need for change or improvement in various aspects of the school situation. It provides a measure that cannot be obtained from any of the other instruments.

A student might dislike or disagree with a particular condition or situation but not feel a strong need for change or improvement. On the other hand, he might like or agree with something and still feel there is room for considerable improvement.

Test 04 was designed to correspond to Test 03, (which is a measure of the student's perception of various aspects of the school situation) to obtain two types of responses to the same items. It should now be revised, to correspond to selected subscales in other tests as well as those of Test 03. It probably could be shortened considerably, by focusing on the core items in constructs or by including the name of the construct (subscale) in the item statement.

The reader may also wish to develop separate forms for different grade levels. Most of the instruments used in this study seemed to work almost as well with elementary students down to fourth grade level (a few were used with a small number of students below that level) as with high school students. In analyzing the data, the correspondence between patterns of item intercorrelations in the elementary and secondary indicated that subscales could be developed in most areas that could be used at any level. Test 10 is an exception. The items were written with secondary students in mind. The concepts, vocabulary, and sentence complexity are too difficult for most elementary students.

By checking the reliabilities for the subscales the reader can identify those subscales that do not appear to work as well with elementary students. It might be advisable to revise these subscales, if they are to be used at the elementary level.

The other subscales, those with higher reliabilities for both elementary and secondary forms, could be modified to develop an elementary and secondary form, if a person wished to go to the expense of preparing, printing, and scoring separate forms. Some improvements might be made in the subscale, but it is unlikely that the small improvements made would justify the added expense and inconvenience.

Some differences were found in the analysis of the data that could be used as the basis for developing separate forms. Although the patterns of item intercorrelations were very similar in both elementary and secondary data, some items appeared to work better with one group than the other. For example, Item 43, I am afraid of the teacher, in Subscale 50, Teacher Relationship With the Students, was correlated with the other items in elementary data, but not in secondary. It appears that secondary students are not as afraid of their teachers as elementary students, or do not admit to being afraid.

Other types of measures should be examined for collection of student self-report data. The approach used here was selected for a number of reasons. One was simplicity, partly because of the magnitude of the project undertaken, but mostly because it was assumed that the more simple, direct, and straightforward the instrument and items within the instrument, the more likely direct and straightforward responses would be obtained. Face validity was a major consideration in the selection of items, in an attempt to identify items that would be directly related to the construct named in the subscale, rather than asking indirect questions and inferring a relationship to an abstruse concept (as is done in most personality inventories.)

Another approach, however, would be to develop measures that are more oriented toward descriptions of behavior, either in the form of checklists or by developing scales that represent a wide range of behaviors on a given dimension. These could be developed from the Affective Observation Materials in Section 2, Part II of this report, using the descriptors within a given category as the basis for developing the checklist or scale. An advantage of this approach is that it does not require the respondent to identify a "degree" of feeling but allows him to identify a specific, concrete behavior. He may be in closer contact with "how he behaves" that with "how he feels". A disadvantage could be that he might see little or no relationship between the behavior and the construct being measured (that is, it might have less face validity). But examining these behaviors, their relationships to other behaviors, and their implications might provide the respondent with insight into the meaning, possible consequences, and effectiveness of the behavior. In other words, the test experience as well as the obtained scores may serve a self educative process. It might provide a better basis for corrective action than measures which are more directly related to feeling. Also feelings, as contrasted with behaviors, are more likely to be generalized, i.e. to result in more highly correlated subscales than more specific behavior items.

Development of more behavioral measures would allow a more comprehensive approach to the question of validity of the self-report measures presented in this report. They could not only be used as self-report measures, but could be used to obtain teacher ratings, peer ratings, counselor ratings, etc. These could then be used to determine the validity of other self-report measures. For example, if certain behaviors were assumed to be related to self-confidence or lack of self-confidence, self-ratings, teacher ratings, peer ratings, etc., could be obtained on these behaviors. These could then be compared with the student's feelings about his self-confidence, as measured by a subscale labeled self-confidence.

Another aspect of the instruments used in this study that might be examined is the use of a five-point, Likert type scale. A five-point scale was selected because in our experience it appeared that students down as far as first grade level were capable of making the discriminations required by a five-point scale. A yes - no type response was ruled out for a number of reasons. It is confusing to have negative questions or statements. If the statement reads, "I don't like my teacher", is a student agreeing or disagreeing when he says "yes" or "no"? Also, it does not allow a person to qualify his response. We attempt to teach young people not to dichotomize, yet we force them to do so when we allow only yes - no, true - false, agree - disagree responses. Many persons will resent being forced to take one extreme position or another when this is not really the way they feel. A longer scale allows them to more accurately indicate how they feel with respect to the particular dimension described in the scale.

Items should be examined to determine whether the most appropriate question is being asked by the scale the student is to use in responding to the item. Should the dimension in the scale be agree to disagree, like me to not like me, or something else? What would be most appropriate?

Another question might be the best length of the scale. Would a longer scale (7 points, or 9 points) be better with older students? This has never been tested adequately, and the experts disagree on the optimum length of scales. Is there any gain in discrimination among respondents with longer scales? What length is easiest for a given group to use? What length best represents the discriminations normally made by this group of respondents?

A last point in further development concerns the design and content of the measurement instruments themselves. How should subscales be combined in instruments? Should subscales be identified, named, and separated from other subscales on the test form itself, or should items from different subscales be combined in some random order? The former would allow a person to evaluate his feelings and position with regard to the construct as a whole, and perhaps to respond to each item accordingly. The latter would tend to reduce response set, and force the student to respond to each item somewhat more independently. One consideration, of course, would be the type of scale used. Items using the same type of scale (agree to disagree, like me to not like me, etc.) should be grouped together.

The particular subscales to be combined in one instrument would depend on the needs and interests of the user. Subscales of high interest probably should be combined in the same instrument, and those of lower priority in other instruments, to be administered if time allows. The user or potential user, not the test developer, should identify these priorities, however.

Another consideration would be whether subscales with quite different content should be included in the same instrument. For example, should attitudes toward school be included in the same instrument with self-concept and attitudes toward others dimensions?

The length of the instrument also has to be taken into consideration. We have found that most fourth grade students have no difficulty completing instruments containing 100 items in a class period, including time for handing out the instruments and giving instructions. For more comprehensive testing, extended time periods should be considered, or more than one period should be used.

Another question is how long can a questionnaire be before a student (at various age levels) begins to lose interest or become bored? Variety can offset length to some extent-- changing the scale, content of the items, or format in some way to give the feeling of completing one part and starting another.

Time and staff limitations on the project did not allow for the development of affective measurement instruments for the K-3 level. The problem here is with reading ability. It might be worthwhile to examine the elementary data to identify those constructs that appear to be most meaningful at the lower levels and to develop instruments for the K-3 levels. One promising approach is the use of the happy - sad, or pleased - angry faces scale. The item is read to the student, who responds by checking the face that best represents the way he feels about the object, situation, or condition described in the item. We have found that beginning first grade students can very quickly learn to use a scale of five faces, from very pleased to very displeased.

In summary, subscales have been developed as a part of this study which can be used with considerable confidence to assess feelings, attitudes, and perceptions of students with respect to many areas of priority concern in the schools. There is room for considerable development, however, of subscales which are as yet too small or are of questionable reliability and validity, as well as of types of measures other than those presented here. It is hoped that this work will serve as the stimulus for further development work by other interested persons.

Suggestions for Use of Instruments

The purpose of this part of the report is to discuss briefly possible uses and misuses of data obtained from affective measurement instruments. It would require a book length dissertation to treat this subject properly, but time and space will allow only the highlights of problems, issues, and recommendations to be treated herein. It will be left to the reader to formulate his own ideas regarding appropriate and constructive use of such data, based on his understanding of the needs of his school setting.

Affective measurement must be considered within the context of other measurement in the school, which is undertaken to assess both teachers and students. Students know they are constantly being assessed and evaluated by teachers for unclear reasons, against often undisclosed criteria. For the most part, teacher-made tests determine how well students can recall what the teachers have decided is important in a course or subject. Good teacher-made tests and standardized achievement tests are designed to spread students' scores out in a normal distribution. If the test is good, a limited number will do well, some poorly, and others will fall in between. The purpose of most tests is to meet the administrative requirement of assigning a grade, not to give the student specific feedback as to how well he is doing with respect to well-defined goals and criteria. Standardized tests are used to locate the student on a distribution of national norms, which means very little to either the student or the teacher.

The end result for many students is destructive. Students with different needs, interest, and aptitudes, some with learning disabilities, are forced to compete with each other for grades and against national and local standards. This emphasis on competitive cognitive achievement has resulted in low self esteem and negative attitudes toward the self for far too many students. In a review of self concept studies (Purkey, 1970), it was concluded that research evidence clearly shows (1) a significant relationship between the self concept and academic achievement at each grade level and (2) that change in one seems to be associated with change in the other. This is certainly supported in the data presented in this report, which shows generalized positive or negative attitudes toward school, self, and others associated with high or low achievement in school.

If labeling a child in the cognitive, academic area can produce such destructive affective results, (assuming grades cause the attitudes), it would seem that similar misuse of affective measurement data might be even more disasterous. What might the effect on a student who is told "your self concept is below average" be?

Students in today's system quickly acquire labels which often become permanent as the result of testing. A child who reads at a level lower than the others in his class is labeled a poor reader, placed in the slow reader's groups, and thereby taught that his identity in some way has become coupled with the terms "slow reader", "slow learner", and sometimes even "special education student", or "retard." It is conceivable that the same type of misuse of the affective testing instruments could permanently label a student as "low in self concept," "poor in interpersonal relationships," or "lacking in creativity," etc. Labeling or grouping children according to information from affective testing instruments sounds like an absurd idea, yet given the background in testing and the use of instruments that is common to all of us, such a misuse of these affective instruments may not be an improbability.

It is conceivable that students could be placed in certain groups on the basis of scores or standardized affective measures where they would be given special treatment; i.e., the "poor attitudes toward school group," the "low self-esteem group," the "gifted in interpersonal effectiveness group," and so on. Given our experience with cognitive measurement, such use of affective data could be expected.

The movement toward utilization of affective measures in education could be interpreted to imply a deficiency or remedial model, where weaknesses, limitations, and negative attitudes are clarified for students so that they might correct these problems and deficiencies. Alternatively, one could propose a "strength" model wherein the focus would be on discovering and further developing strengths. Such a model is less vulnerable to the interpretation and labeling problems mentioned in this section and also is assumed to be more effective in the development of self-esteem. Such an approach would imply certain measurement concerns involving the extension and better definition of upper level attributes in a developmental model, as mentioned in the recommendations for further development of instruments.

Other potential problems exist in the interpretation and use the student himself might make of the affective data. It was suggested in the recommendations section that if affective measures were well developed they may serve a self-educative process by awakening students to key attitudinal and growth-related issues. A consideration for such a use would be that, given the attitudes of some students toward "tests", there is a danger the obtained scores would, too early, become a part of one's self definition. Since affective measures in particular are to some unknown extent fallible, this is a pertinent consideration.

The distinction between developing realistic self-awareness and mis-defining the self is a fine one, but highly important. (Perhaps another construct needs to be included in the project; i.e., the tendency to over-generalize or rigidify self definition). This is not to make light of the issue, because there are persons who will misinterpret feedback and who haven't the skills to know what it means to work toward realistic self-awareness (which involves skills in receiving negative feedback). Developing identity is probably a key issue for school children. The responsibility of school personnel for facilitating realistic identity formation becomes paramount when entering the affective domain. Since the student is faced with the question, "What does this score mean to me?", an adequate system needs to be devised to facilitate appropriate interpretations for all the constructs under consideration. And it would be wise to use caution in providing feedback to students in the form of affective test scores before they are equipped to interpret and use such scores appropriately.

This may appear to contradict the position taken on the IERSC affective project that the main purpose of affective measurement should be to support the student. Ideally, students would collect, assess, and use affective data in the pursuit of their own personal growth goals. This would be the ultimate aim of affective measurement, but first the student must learn to use this kind of data. The teacher is also a user of this data, in developing programs that will support and facilitate student affective growth. A part of this program should be to assist the student in learning to use the data himself.

Part of the maturational process is to assume one's own directionality, to take responsibility upon oneself for the management of the self. This means formulating one's own intentions and assuming responsibility for the means for carrying them out, and the results which emerge. Certainly such responsibility is gradually acquired with age, but is not the development of a skill an integral part of doing precisely what is to be learned? The implication is that affective tests results should ultimately be used in a self-referral climate where the student is given responsibility for the decision of whether or not certain feedback results constitute a problem and a subsequent goal for him to work on.

Another use of affective measurement data would be in needs assessment and program evaluation. Unfortunately, much more attention has been given to this use than to its use in direct support of the student.

The issue of interpretation of affective data for needs assessment raises some difficult questions. One is, what criterion does one evaluate the data against to determine whether a need exists? Should the evaluation be against standard scores (norm-referenced) or should it be based on the percentage of students scoring lower than would be desired on the scales (criterion-referenced)? What are the implications of one approach versus the other?

If norm-referenced assessment is used, what norms are to be applied? Are the norms appropriate for the population of the particular school? If criterion-referenced assessment is used, who determines what an acceptable score is? And how many students would have to score below that level before a need would be recognized and appropriate program changes implemented? For example, how many students with negative and disfunctional social responsiveness would need to be identified before a school responds--not with control measures, but by showing it cares. In this case, appropriate action may curb agressive acts, and trouble-bound youths may be reoriented toward more constructive goals and behavior.

In the case of either criterion or norm-referenced needs assessment, who has access to the results? Who makes the decisions that program changes are needed? Who has the responsibility for designing, implementing, and evaluating the program? When and how do students become involved? These are not questions that can be answered in this report, but questions that any school or school district should address itself to before any testing of students for purposes of needs assessment.

Data collected for needs assessment can also be used as base-line data for program evaluation, in a pre-post or experimental group control-group design. The instruments developed as a part of this study hopefully will meet these needs as well as the need for feedback within the school. A potential user should evaluate the subscales, however, to determine which could be used with confidence and which are in need of further development.

It may not be necessary or even desirable, in the beginning, to collect individual data. Until the teacher and the students are prepared to handle such data, it might be better to use only group data. Also, until a level of trust has been established that will allow open communication and honest sharing of feelings, data should be collected in a way that will insure anonymity. If students think they will be identified, and they don't trust teachers and administrators with the kind of information being collected in the instruments, many will not give honest responses. They should be told why the data are being collected, and assured that no individual will be identified.

If these conditions are not established in the administration of the instruments, the data will have questionable validity for needs assessment or program evaluation purposes. It can still be used in the classroom as an aid to the teacher, and as a stimulus to exploration of the issues and problems of affective growth and development, attitudes in the school, perceptions of the climate, trust, etc.

The data from the instruments can be very useful to teachers even though individual students are not identified. It can reveal problem areas within the school or class, and the extent or seriousness of these problems. The teacher can then modify conditions in the classroom, or develop strategies to deal with the particular problems identified. For example, if the data reveal that a number of students feel shy, ineffective interpersonally, and that they are lacking in self-confidence, more small group activities might be structured into the learning process, with provisions for sharing of ideas, assumption of responsibility by everyone in the group, recognition of individual and group accomplishments, etc. If some students feel that they are low in independence, self-directedness, and self-discipline, additional independent activities might be structured in, with provisions for developing plans for carrying these out, assessing effectiveness in doing so, and reporting back to the teacher or to classmates. The strategies developed for meeting the needs identified in the data would be limited only by the understanding and imagination of the teacher, and to some extent the group skills the teacher had acquired.

It would be worthwhile for teachers to examine the data together, discuss its implications, and share ideas for strategies that might be used in dealing with problem areas. This sharing of ideas among teachers is probably the most effective approach to creating the conditions for affective growth and development. Teachers not only pick up a lot of ideas from one another, but they find that they have someone to listen to them, someone with whom they can share their concerns, problems, frustrations, successes, and failures as they attempt to implement some of the ideas and strategies.

The most effective strategies are those that involve students. The data can also be useful here, but it should be used wisely. Unless the students insist on seeing it all at once, it can probably be used more effectively if it is shared and examined a little at a time.

Rather than follow the traditional counseling model of individual assessment and feedback in working with students, it is probably better in the beginning to work with students in groups or classes. The data can be examined in the light of the range of responses within the group, to identify areas of concern for the group as a whole, but being careful not to start a search for the low scorers. Instead, analysis of the data should serve as a stimulus to exploration and definition of the affective area in question, identification of conditions and experiences that lead to negative or positive affect, establishing affective goals, collectively and individually, and development of plans and strategies to achieve these goals. By collecting the data from the instruments anonymously, the students and teacher can analyze where they are as a group and work together to establish the conditions they feel are necessary to produce the changes they would like to see occur. A group wanting to improve its ability to communicate openly might discover that many individuals respond on the questionnaires that they are not able to trust the group, that they feel no support from the group, and are afraid to risk revealing themselves in the group. With this information, the group has a lot of data to work with in analyzing what causes these problems, and what can be done to solve them. It is not necessary to identify individual responses when treating group data in this manner. After a period of time in using the instruments in this manner, it should be much easier for the teacher and student to move into analyzing the information on a more personal level.

As a word of caution, the group or class discussions and analysis should be conducted in a manner that is safe for the individual participant. He should not be required through group pressure or otherwise, to bare his soul or share his inner feelings with the group. He should not be asked to share his feelings any more than he is comfortable in doing so and desires to do so. Even then, there should be limits on the extent to which he shares feelings. Such sharing should be consistent with the goals and purpose of the problems the group is addressing, and should not be of the nature that would unduly embarrass the group or certain members of the group.

These ground rules can be laid very simply by the teacher and reinforced through group discussion. Once this agreement is established within the group, the group will monitor itself, deciding what material is appropriate to discuss, making sure it is not pressuring an individual to participate in a way that would make him uncomfortable, etc.

If the tasks of the group are quite clear, there is little danger that the group will become involved in a discussion that will be embarrassing to the participants. It is probably better to begin with something that is more general and less personal, such as attitudes toward school. The data can be examined to determine what percentage of the students have poor attitudes toward school, see little value in what is being learned, are poorly motivated, etc. This can serve as a stimulus to identifying more specifically what students might dislike in school, or the kinds of changes and improvements they would like to see made. This can lead to identification of responsibility for change or improvement, or for maintaining desirable conditions. It can and probably should, lead to definition of the role of the teacher and role of the student, the questioning of rules and policies, and the procedures by which rules and policies are established and enforced.

The teachers and administrators should be prepared to deal with the students and their perception of the problems in a constructive, problem-solving manner. Students who have had little opportunity to voice their feelings and frustrations may attack the system with some hostility once the door is opened. It is essential that the staff not become defensive, try to close off the discussion, or attack the student in return. The focus should remain on identification of problems and a creative approach to solving problems. Students will soon respond by assuming their share of the responsibility for the problems and for their solutions.

The very process of involvement in shared responsibility for solving significant problems creates the conditions for personal growth and development and improvement in interpersonal effectiveness and feelings of acceptance. Students will feel better about the school situation, their relationship with one another and with the staff, and about themselves. This will be recognized later by the students and the teachers as these areas are analyzed and discussed. From the school related issues and problems it is probably better to move into the interpersonal area, addressing such problems as "How can we make this a more pleasant place to be?" "What kinds of problems do people create for other people?" "How do we put pressure on other people to conform to our ideas and our way of doing things?" "How can we allow a person to be an individual?" "How can we be responsive to our own needs and at the same time be considerate of others?" Many other questions can be asked, but once the process begins, the students will identify many questions and problem areas they themselves would like to explore. The data showing the range of feelings of acceptance, self-confidence in social situations, self-consciousness, etc., would be useful input at this time.

Given the opportunity to explore these kinds of problems and identify their own solutions, the students will commit themselves to more constructive and humane relationships with one another and with others, including teachers. Since a person's self-concept and self-esteem are so dependent on his relations with others and their perception of him, involvement in this type of problem analysis and problem solving is personally as well as interpersonally growth-producing.

The next logical step is into the more personal area, but by this time it will be no problem for the student. They will have done a lot of personal exploration and discussing of the area already. Some aspects of the personal area are safer to examine than others, however. Rather than focus on self-esteem, it would probably be better to begin with an analysis of self-confidence, independence, emotional control, etc. What are people like who show self-confidence? What do we need to do to develop more self-confidence? What are my interests? What do I like to do? What do I do well? What would I like to improve in? How can I develop more self-discipline? Students themselves, with a little guidance, can identify these questions and explore them in a meaningful way.

At some point it would be useful to begin self-assessment, possibly using a behavioral checklist developed from the Affective Observation Materials (Section 2). Ideally, the students would develop their own checklist, from their own exploration and definition of the goal areas. Students would assess themselves against the checklist and set their own goals in areas where they would most like to improve, develop their own plans for practicing more effective or constructive behavior, and use the checklist to assess their progress and achievements.

Most students would want to share their assessments and their goals and plans with someone, either the teacher or other students, or both. Students should not be pressured into sharing if they do not wish to do so. Some will be much more comfortable sharing such information than others. It will take some a long time to learn to trust other people enough to want to share such data. This trust can be developed only in a non-threatening environment. A climate of trust and acceptance must be established in the classroom and in the relationship between teacher and student if the instruments are to be useful. It is essential that the student be able to sense the teacher's support and feel that he can reveal himself without fear of being criticized, chastized, or punished.

In some situations, feedback of data obtained from testing can be very painful for the student and the teacher. The teacher must acquire skills in giving such feedback to students, and in being able to decide when such feedback is appropriate. It would not be productive for a student who was obviously suffering from severe feelings of inferiority to be asked to deal with test scores that showed he lacked self-esteem. The teacher must learn to be sensitive to what information would be beneficial for the student and at what point in time the student can handle such information in a positive, productive way.

Many of the measures being developed and advocated in this report have strong psychological counseling implications. Often, even at college levels, the concerns of students are basic enough that they could have been or should have been dealt with in the formative, developmental years. Shyness, self-esteem, self-confidence, identity, acceptance by others are but a few examples. Early identification of such problems must certainly be of focal importance in education. Sensitive and responsible follow-up by parents, teachers, etc., could perhaps give birth to programs with significant impact in this area. Where teachers are uncomfortable, such programs might be relegated to counseling centers in elementary schools. This would at least be a start. But the measurement process is an integral part of such programs, and this first step in the development of instruments to collect such data, we believe, is a step in the right direction.

The change to a program that focuses on the development of positive affect is often difficult for teachers with long experience in a traditional program (as students and teachers). But once they begin to see the results, and experience the rewards of seeing happier, more creative, more responsible students, they recognize that is has been worth the frustrations and anxiety associated with change. Hopefully, the effective use of affective measurement instruments will make the teacher's job a little easier, and education more accountable in the development of the whole person.

PART II

APPENDIX A

SCORING OF SUBSCALES

There are two tables within this appendix. The first provides a narrative explanation of what obtained scores mean for all subscales. The second table presents the directions for self-administration, the scale-point definitions, and scoring keys for each test and respective subscales.

TABLE 1

THE MEANING OF IERSC AFFECTIVE SUBSCALE SCORES*

Each subscale consists of several items related to the same construct. An individual student's responses to these items are summed to obtain a subscore. The following table presents the range of possible scores for each subscale, and the meaning of a high score on that subscale.

Test 01 + 02

Subscale	Possible Range of Scores	The higher the score.....
5	8 - 40	the more positive you feel toward school.
6	4 - 20	the more positive you feel toward this specific school.
7	5 - 25	the more you value what you learn in school.

Test 03

Subscale	Possible Range of Scores	The higher the score the more....
9	8 - 40	fair and interested in students teachers appear to be.
10	5 - 25	teachers are perceived as aloof & mistreating.
11	18 - 90	humane the perceived treatment of students.
12	4 - 20	rules and punishment are perceived as fair.
14	5 - 25	feeling of acceptance and belonging.
15	7 - 35	interest the principal appears to show in students.
18	3 - 15	students feel they participate in decision-making.
20	7 - 35	positive student relationships seem to be.
22	25 - 125	the general school climate is perceived as positive and supportive.
23	17 - 85	students seem to be trusted, treated as responsible.

*Note, these scores are based on the students self-report - his perceptions, feelings, and attitudes, and thus are not measures of factual data.

TABLE 1 continued

Test 04

Subscale	Possible Range of Scores	The higher the score, the greater the need for change or improvement in.....
24	8 - 40	teacher fairness & personal interest in students.
25	5 - 25	teacher aloofness & mistreatment of students.
26	18 - 90	humanistic treatment of students.
27	4 - 20	fairness of rules and punishment.
29	7 - 35	feeling of acceptance & belonging.
30	5 - 25	principal's interest in students.
33	3 - 15	student participation in decision-making.
35	7 - 35	student relations.
37	25 - 125	general school climate.
38	17 - 85	treatment of students as trusted, responsible persons.

Test 05

Subscale	Possible Range of Scores	The higher the score.....
39	3 - 15	the greater the interest & motivation for success in school.
40	7 - 35	the better organized, the more persevering and competent the school work.
41	9 - 45	the greater the preference for working with others.
43	6 - 30	the more confidence in ability to do well in school.
44	11 - 55	the more attentive & self-disciplined in school work.
47	3 - 15	the more positive the attitude toward studying and homework.

Test 06 + 07

Subscale	Possible Range of Scores	The higher the score.....
49	11 - 55	the more the teacher shows interest in and provides for individual students.
50	16 - 80	the better the student/teacher relationship.
51	8 - 40	the more students feel they are involved in planning work.
52	6 - 30	the more favorable the attitudes toward grades.

TABLE 1 continued

Test 08 + 09

Subscale	Possible Range of Scores	The higher the score, the more....
54	6 - 30	pleasant the temperament of the teacher.
55	5 - 25	fair the teacher is perceived to be.
56	26 - 130	dominant & controlling the teacher seems to be.
58	4 - 20	negative the attitude toward grades.
59	4 - 20	favorable the attitudes toward competition.
60	6 - 30	perceived opportunity for working with other students.
61	6 - 30	competent the teacher is perceived to be.
62	6 - 30	perceived student freedom & responsibility.
64	5 - 25	patient & understanding the teacher appears to be.

Test 10

Subscale	Possible Range of Scores	The higher the scores the more the student advocates....
65	3 - 15	student responsibility regarding school rules.
66	4 - 20	discipline and control of students.
67	7 - 35	a curriculum based on students needs and interests.
68	6 - 30	student initiative and independence.
69	5 - 25	educational goals centered around life problems and solutions.
70	4 - 20	seeking success within the system.
71	7 - 35	traditional classroom values (competition, compliance, good citizenship).
73	5 - 25	teacher support of independent activities.
74	4 - 20	a curriculum based on society's needs and problems.

TABLE 1 continued

Test 11

Subscale	Possible Range of Scores	The higher the score the more....
76	4 - 20	self esteem.
78	11 - 55	emotional control.
80	4 - 20	resilient; able to recover from emotional upset.
81	21 - 105	self sonfidence and self assurance you feel you have.
82	8 - 40	the feeling of well-being.
83	3 - 15	positive and optimistic toward life.
84	5 - 25	self-understanding.

Test 12

Subscale	Possible Range of Scores	The higher the score the more.....
85	8 - 40	flexible & adaptable.
86	6 - 30	impulsive.

Test 13

Subscale	Possible Range of Scores	The higher the score the more....
93	5 - 60	confidence in one's beliefs & values.
95	4 - 20	interest in creative problem solving.
96	4 - 20	aesthetic sensitivity & appreciation.
97	4 - 20	self-confidence as a learner.
98	17 - 85	independently & positive self-regard.
99	4 - 20	creative one perceives himself to be.

Test 14

Subscale	Possible Range of Scores	The higher the score the more....
100	6 - 30	conscientiousness, more pride in work.
101	11 - 55	interest, involvement, & diligence in a task.
102	11 - 55	oriented toward success & responsibility.

TABLE 1 continued

Test 15

Subscale	Possible Range of Scores	The higher the score the more....
105	4 - 20	the tendency to assert oneself.
106	16 - 80	internally as opposed to externally controlled.
107	4 - 20	the tendency to be compliant & obedient.
108	18 - 90	independence & self-sufficiency.
109	8 - 40	self-depreciating and self-punishing.
111	19 - 95	the tendency to agree with traditional social values.

Test 16

Subscale	Possible Range of Scores	The higher the score the more....
112	16 - 80	effective in interpersonal relations.
113	14 - 70	negative & dysfunctional in social responsibility.
114	6 - 30	oriented toward directing & controlling others.
115	6 - 30	sensitive to others reactions.
116	4 - 20	open to giving & receiving feedback.
117	12 - 60	oriented toward competion.

Test 17

Subscale	Possible Range of Scores	The higher the score the more....
118	21 - 105	concerned about others' feelings.
119	3 - 15	superior one feels to others.
122	11 - 55	considerate toward others.
124	5 - 25	prejudiced & intolerant.
125	5 - 20	critical & judgmental you tend to be in your relations with others.
126	12 - 60	superior & intolerant.

TABLE 1 continued

Test 18

Subscale	Possible Range of Scores	The higher the score the more....
127	21 - 105	one feels liked & accepted by others.
128	11 - 55	friendly & accepting of others.
129	10 - 50	shy, withdrawn, & self-conscious.
130	14 - 70	trust & belief in one's fellow man.
131	7 - 35	open & genuine with other people.

TABLE 2

Test 01-02 Directions for Administration, Scale Point Definitions and Scoring Keys

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Directions:

Please circle the letter which indicates the extent to which you agree or disagree with each of the following statements.

Subscale	Items	Strongly Agree A	Agree Somewhat B	Uncertain C	Disagree Somewhat D	Strongly Disagree E	Scale
05	2, 3, 6, 8, 12	5	4	3	2	1	Values Assigned to Each Item Alternative
	9, 11, 15	1	2	3	4	5	
06	5, 10, 18	5	4	3	2	1	
	7	1	2	3	4	5	
07	1, 4, 13, 14, 17	1	2	3	4	5	

TABLE 3

Test 03 Directions for Administration, Scale Point Definitions and Scoring Keys

Directions:

This questionnaire has a number of statements students make about school. Please circle a number which indicates the extent to which you agree or disagree with each statement below.

Subscale	Items	Strongly Agree 1	Agree Somewhat 2	Agree As Much As Disagree 3	Disagree Somewhat 4	Strongly Disagree 5	Scale
09	47,48,53,55,56,58,59,60	5	4	3	2	1	Values Assigned to Each Item Alternative
10	49,51,52,54,57	5	4	3	2	1	
11	5,6,13,16,21,25,42,44,49, 51,52,54,57	1	2	3	4	5	
	20,47,48,53,59	5	4	3	2	1	
12	13,16,21	1	2	3	4	5	
	14	5	4	3	2	1	
14	31,39	5	4	3	2	1	
	32,37,38	1	2	3	4	5	
15	40,42,44,46	1	2	3	4	5	
	41,43,45	5	4	3	2	1	
18	11,15	1	2	3	4	5	
	22	5	4	3	2	1	
20	9,30,35	5	4	3	2	1	
	29,33,34,36	1	2	3	4	5	
22	2,7,9,14,17,20,27,30,35, 41,45,48,53,58,59,60	5	4	3	2	1	
	5,8,16,34,42,49,52,54,57	1	2	3	4	5	
23	2,4,14,20,22,41,48,56,58, 59,60	5	4	3	2	1	
	11,13,15,16,21,42	1	2	3	4	5	

TABLE 4

Test 04 Directions for Administration, Scale Point Definitions and Scoring Keys

Directions:

Below are a number of statements students make about school. Circle a number to show how important you feel some change or improvement would be in the problem or situation mentioned in each statement.

Subscale	Items	Very Important 1	Quite Important 2	Somewhat Important 3	Not Important 4	No Change Desired 5	Scale
24	47,48,53,55,56,58,59, 60	5	4	3	2	1	Values Assigned to Each Item Alternative
25	49,51,52,54,57	5	4	3	2	1	
26	5,6,13,16,20,21,25,42, 44,47,48,49,51,52,53, 54,59	5	4	3	2	1	
27	13,14,16,21	5	4	3	2	1	
29	40,41,42,43,44,45,46	5	4	3	2	1	
30	40,41,42,43,44,45,46	5	4	3	2	1	
33	11,15,22	5	4	3	2	1	
35	9,29,30,33,34,35,36	5	4	3	2	1	
37	2,5,7,8,9,14,16,17,20 27,30,34,35,41,42,45, 48,49,52,53,54,57,58, 59,60	5	4	3	2	1	
38	2,4,11,13,14,15,16,20, 20,21,22,41,42,48,56, 58,59,60	5	4	3	2	1	

TABLE 5

Test 05 Directions for Administration, Scale Point Definitions and Scoring Keys

Directions:

Circle a letter after each statement below to show how much you feel each statement is like you.

Subscale	Items	Very Much Like Me A	Quite A Bit Like Me B	Somewhat Like Me C	Not Much Like Me D	Not At All Like Me E	Scale
39	1,4	1	2	3	4	5	Values Assigned to Each Item Alternative
	17	5	4	3	2	1	
40	9,11,13,16,24,26,35	5	4	3	2	1	
41	37,38,39,45,47	5	4	3	2	1	
	41,42,43,46	1	2	3	4	5	
43	12,19,21,25,36	5	4	3	2	1	
	30	1	2	3	4	5	
44	3,5,6,8,14,15,18,20 23,31,34	1	2	3	4	5	
47	10,27,29	1	2	3	4	5	

TABLE 6

Test 06-07 Directions for Administration, Scale Point Definitions and Scoring Keys

Directions for elementary students or others with just one teacher:	Directions for secondary students or others (4,5,6,7,8,9 grade) students with more than one teacher:
Below are a number of statements students make about themselves and their teacher. For each of the following statements, please circle the number which shows how true the statement is for you personally or in describing your teacher in this class.	Below are a number of statements students make about themselves and their teachers. For each of the following statements, ple please circle the number which shows how true the statement is for you personally or in describing the teacher in most of your classes.

Subscale	Items	Completely True 1	Mostly True 2	Somewhat True 3	Not Very True 4	Not At All True 5	Scale
49	2,3,8,12,14,16,17,19,20 21,24	5	4	3	2	1	Values Assigned to Each Item Alternative
50	18,34,36,38,39,41,43,45	1	2	3	4	5	
	29,30,31,32,33,35,42,44	5	4	3	2	1	
51	4,5,6,10,11,26,27	5	4	3	2	1	
	7	1	2	3	4	5	
52	1,37	5	4	3	2	1	
	9,25,28,46	1	2	3	4	5	

TABLE 7

Test 08-09 Directions for Administration, Scale Point Definitions and Scoring Keys

Directions for elementary students or others with just one teacher:

Below are a number of statements students make about their class or teacher and students in the classes. For each of the following statements, please circle the number which shows how true you feel the statement is in describing your teacher, classmates, or how your class is run.

Directions for secondary students or others (5,6,7,8,9 grade) students with more than one teacher:

Below are a number of statements students make about their classes or teachers and students in their classes. For each of the following statements, circle the number which shows how true you feel the statement is in describing most of your teachers, classmates, or how most of your classes are run.

Subscale	Items	Completely True 1	Mostly True 2	Somewhat True 3	Not Very True 4	Not At All True 5	Scale
54	46,47,48,49,50,51	1	2	3	4	5	Values Assigned to Each Item Alternative
55	23,24,25,26,27	1	2	3	4	5	
56	2,3,4,7,9,13,14,16,26,27,29, 30,31,32,38,39,53,58,75	5	4	3	2	1	
	8,10,15,34,35,40,41	1	2	3	4	5	
58	52,63	1	2	3	4	5	
	64,76	5	4	3	2	1	
59	42,43	5	4	3	2	1	
	44,45	1	2	3	4	5	
60	56,57,59,60	5	4	3	2	1	
	58,61	1	2	3	4	5	
61	12,74	1	2	3	4	5	
	65,71,72,73	5	4	3	2	1	
62	28,33,36,37,54,55	5	4	3	2	1	
64	18,19,20,21,22	5	4	3	2	1	

TABLE 8

Test 10 Directions for Administration, Scale Point Definitions and Scoring Keys

Directions:

The following statements are about what is important in school and about the role or job of teachers and students. Please read them carefully and circle the number after each statement that shows how much you agree or disagree with that statement.

Subscale	Items	1 Completely Agree	2 Mostly Agree	3 Agree As Much As Disagree	4 Mostly Disagree	5 Completely Disagree	Scale
65	35,36,37	5	4	3	2	1	Values Assigned to Each Item Alternative
66	10,15,16,53	5	4	3	2	1	
67	3,5,6,11,12,19,30	5	4	3	2	1	
68	21,26,34,38,39,52	5	4	3	2	1	
69	2,4,9,17,18	5	4	3	2	1	
70	33,42,43,51	5	4	3	2	1	
71	13,20,22,23,24,25,28	5	4	3	2	1	
73	1,8,50	1	2	3	4	5	
	47,49	5	4	3	2	1	
74	31,32,44,46	5	4	3	2	1	

TABLE 9

Test 11 Directions for Administration, Scale Point Definitions and Scoring Keys

Directions:

For the following statements, please circle the number which best shows how much you agree or disagree with each statement.

Subscale	Items	Completely Agree 1	Mostly Agree 2	Agree As Much As Disagree 3	Mostly Disagree 4	Completely Disagree 5	Scale
76	13,23,30	1	2	3	4	5	Values Assigned to Each Item Alternative
	36	5	4	3	2	1	
78	2,5,10,12,27,32	5	4	3	2	1	
	7,11,19,26,28	1	2	3	4	5	
80	22	1	2	3	4	5	
	37,39,44	5	4	3	2	1	
81	1,3,6,8,24,25,27,29,32 33,37,39,44	5	4	3	2	1	
	11,13,16,20,22,23,42,43	1	2	3	4	5	
82	14,16,26,31,35,38,40,42	1	2	3	4	5	
83	8,25,41	5	4	3	2	1	
84	4,17,18,35,38	1	2	3	4	5	

TAPLE 10

Test 12 Directions for Administration, Scale Point Definitions and Scoring Keys

Directions:

For the following statements, please circle the number which best shows how much you agree or disagree with each statement.

Subscale	Items	Completely Agree 1	Mostly Agree 2	Agree As Much As Disagree 3	Completely Disagree 4	5	Scale
85	12,17,22,30,31,33,35 45	5	4	3	2	1	Values Assigned to Each Item Alternative
86	2,7,18,21,26,42	5	4	3	2	1	

TABLE 11

Test 15 Directions for Administration, Scale Point Definitions and Scoring Keys

Directions:

For the following statements, please circle the number which best shows how much you agree or disagree with each statement.

Subscale	Items	Completely Agree 1	Mostly Agree 2	Agree As Much As Disagree 3	Mostly Disagree 4	Completely Disagree 5	Scale
93	5,6,13,17,21,26,31,35,38	1	2	3	4	5	Values Assigned to Each Item Alternative
	9,10,28	5	4	3	2	1	
95	7,25	5	4	3	2	1	
	18,22	1	2	3	4	5	
96	20,23,40	5	4	3	2	1	
	33	1	2	3	4	5	
97	4,14	1	2	3	4	5	
	8,27	5	4	3	2	1	
98	1,2,8,9,10,11,16,19,20,23 25,27,28,30,36,37,40	5	4	3	2	1	
99	12,15	1	2	3	4	5	
	19,30	5	4	3	2	1	

TABLE 12

Test 14 Directions for Administration, Scale Point Definitions and Scoring Keys

Directions:

For the following statements, please circle the number which best shows how much you agree [illegible] disagree with each statement.

Subscale	Items	Completely Agree 1	Mostly Agree 2	Agree As Much As Disagree 3	Mostly Disagree 4	Completely Disagree 5	Scale
100	1,4,18,19,21,23	5	4	3	2	1	Values Assigned To Each Item Alternative
101	2,6,9,10,12,13,17,20,24, 25,26	1	2	3	4	5	
102	2,15,22,26,27	1	2	3	4	5	
	7,8,11,16,18,21	5	4	3	2	1	

TABLE 13

Test 15 Directions for Administration, Scale Point Definitions and Scoring Keys

Directions:

For the following statements, please circle the number which best shows how much you agree or disagree with each statement.

Subscale	Items	Completely Agree 1	Mostly Agree 2	Agree As Much As Disagree 3	Mostly Disagree 4	Completely Disagree 5	Scale
105	19,26,33,46	5	4	3	2	1	
106	3,5,10,11,12,13,14,17,20, 22,23,35,40,43,47,50	1	2	3	4	5	Values
107	21,24,25,44	5	4	3	2	1	Assigned to
108	1,2,4,16,18,29,32,34,36, 38,42,48,49,52,54,56	5	4	3	2	1	Each
	7,45	1	2	3	4	5	
109	8,15,28,31,37,39,44,53	5	4	3	2	1	Item
111	1,2,6,21.24,25,27,37.38,42, 44,48,49,50,52,55,56	5	4	3	2	1	Alternative
	30,47	1	2	3	4	5	

TABLE 14

Test 16 Directions for Administration, Scale Point Definitions and Scoring Keys

Directions:

For the following statements, please circle the number which best shows how much you agree or disagree with each statement.

Subscale	Items	Completely Agree 1	Mostly Agree 2	Agree As Much As Disagree 3	Mostly Disagree 4	Completely Disagree 5	Scale
112	1,3,5,9,11,13,20,23,29,36 42,59,60,62	5	4	3	2	1	Values Assigned to Each Item Alternative
	4,45	1	2	3	4	5	
113	7,14,15,16,19,30,32,34,40 46,49,50,53,57	5	4	3	2	1	
114	2,17,26,56,58	5	4	3	2	1	
	10	1	2	3	4	5	
115	25,27,33,44,48,51	5	4	3	2	1	
116	22,54	5	4	3	2	1	
	35,41	1	2	3	4	5	
117	6,8,24,31,43,52,55	5	4	3	2	1	
	12,18,37,39,47	1	2	3	4	5	

TABLE 15

Test 17 Directions for Administration, Scale Point Definitions and Scoring Keys

Directions:

For the following statements, please circle a number which best shows how much you feel each statement is like you.

Subscale	Items	Very Much Like Me 1	Quite a Bit Like Me 2	Somewhat Like Me 3	Not Much Like Me 4	Not At All Like Me 5	Scale
118	4,8,16,23,40	5	4	3	2	1	Values Assigned to Each Item Alternative
	5,7,10,17,19,21,25,28,29, 30,32,36,38,41,45,47,48	1	2	3	4	5	
119	18,26,51	5	4	3	2	1	
122	1,12,22,34,37,42,50,53, 54,55	5	4	3	2	1	
	49	1	2	3	4	5	
124	3	1	2	3	4	5	
	24,33,39,56	5	4	3	2	1	
126	18,20,24,26,31,33,39,46, 51,52,56	5	4	3	2	1	
	3	1	2	3	4	5	

TABLE 16

Test 18 Directions for Administration, Scale Point Definitions and Scoring Keys

Directions:

For the following statements, please circle the number which best shows how much you agree or disagree with each statement.

Subscale	Items	Completely Agree 1	Mostly Agree 2	Agree As Much As Disagree 3	Mostly Disagree 4	Completely Disagree 5	Scale
127	4,9,10,21,22,27,30,33,43,54,56,57,60	1	2	3	4	5	Values Assigned to Each Item Alternative
	32,37,40,44,52,72,74,77	5	4	3	2	1	
128	6,38,65	1	2	3	4	5	
	7,12,14,28,31,47,59,62	5	4	3	2	1	
129	41,61,64,66,67,70,73,76,79,80	5	4	3	2	1	
130	1,29,45	5	4	3	2	1	
	5,11,13,16,17,35,46,48,50,53,75	1	2	3	4	5	
131	3,18,19,26	1	2	3	4	5	
	8,20,49	5	4	3	2	1	

TABLE 16

Test 18 Directions for Administration, Scale Point Definitions and Scoring Keys

Directions:

For the following statements, please circle the number which best shows how much you agree or disagree with each statement.

Subscale	Items	Completely Agree 1	Mostly Agree 2	Agree As Much As Disagree 3	Mostly Disagree 4	Completely Disagree 5	Scale
127	4,9,10,21,22,27,30,33,43, 54,56,57,60	1	2	3	4	5	Values Assigned to Each Item Alternative
	32,37,40,44,52,72,74,77	5	4	3	2	1	
128	6,38,65	1	2	3	4	5	
	7,12,14,28,31,47,59,62	5	4	3	2	1	
129	41,61,64,66,67,70,73,76, 79,80	5	4	3	2	1	
130	1,29,45	5	4	3	2	1	
	5,11,13,16,17,35,46,48,50, 53,75	1	2	3	4	5	
131	3,18,19,26	1	2	3	4	5	
	8,20,49	5	4	3	2	1	

APPENDIX B

ITEM ANALYSIS

The following tables numbered from 1 to 15 present all 130 subscales which resulted from categorization procedures. The subscales are presented consecutively by test. Subscale titles, component items, and item statistics ($\overline{X}$, SD, item-total, r, and frequency distributions) are the content of these tables.

Table 1
Item Statistics for Test 01-02

Sub Scale	Item	Scale Titles and Item Statements	$\bar{X}$	SD	r*	N	Number Responding to Each Alternative									
							Elementary					Secondary				
							1	2	3	4	5	1	2	3	4	5
5		General Attitude Toward School														
	2	I like school.	2.28	1.28	-73	1833	388	230	112	76	120	213	419	122	92	61
	3	The things we learn at school are interesting.	2.30	1.11	-69		363	290	141	85	47	107	445	184	132	39
	6	I enjoy the things we do at this school.	2.25	1.17	-72		387	258	137	73	71	164	427	166	98	52
	8	Most of my subjects seem worthwhile.	2.00	1.11	-68		505	225	102	50	44	255	384	137	99	32
	9	School is dull and boring.	3.64	1.32	71		97	105	145	190	390	58	173	135	298	243
	11	The only thing interesting at school is my friends.	3.52	1.34	66		104	91	163	205	363	93	174	152	299	189
	12	I am eager to go to most of my classes.	2.55	1.27	-68		306	254	188	86	92	143	304	186	193	81
	15	I wish I didn't have to go to school.	3.65	1.39	69		135	99	140	148	404	84	99	163	246	315
6		Attitude Toward This Specific School														
	5	I like going to this school.	2.10	1.27	-82	1833	483	163	116	75	89	314	331	131	73	58
	7	I would transfer to another school if possible to do so.	4.03	1.32	74		90	70	127	97	542	64	46	164	143	490
	10	This is a good school.	1.93	1.16	-82		562	148	112	46	58	335	327	143	61	41
	18	I am very proud to go to this school.	2.12	1.27	-83		507	138	144	60	77	312	256	197	74	68
7		Perceived Value of What is Learned in School														
	1	Most of my school subjects are a waste of time.	3.74	1.27	70	1833	90	87	185	152	412	44	138	119	342	264
	4	Time spent in school is time wasted.	3.88	1.26	70		92	91	128	165	450	34	106	111	313	343
	13	What I want to do in life has little to do with school.	3.36	1.45	58		185	154	191	131	265	92	135	165	192	323
	14	Nothing you learn in school is very important.	4.24	1.12	66		76	40	112	133	565	18	38	80	271	500
	17	I would rather have a job than go to school.	3.54	1.35	67		140	74	200	149	363	73	115	229	243	247

Table 2
Item Statistics for Test 03

Sub Scale	Item	Scale Titles and Item Statements	$\overline{X}$	SD	r*	N	Number Responding to Each Alternative									
							Elementary					Secondary				
							1	2	3	4	5	1	2	3	4	5
9		Teacher Fairness and Personal Interest In Students														
	47	Students are able to talk informally with teachers after school.	2.43	1.22	-60	1000	114	64	68	26	26	157	234	178	78	55
	48	The teachers are willing to hear student complaints.	2.72	1.23	-69		94	72	77	33	22	85	223	182	130	82
	53	Most teachers are friendly at this school.	2.14	1.14	-68		161	61	45	13	18	195	275	125	77	30
	55	My teachers act like teachers most of the time but sometimes seem more like friends.	2.47	1.19	-64		121	62	70	28	17	137	224	177	120	44
	56	Most teachers here take a personal interest in kids.	2.59	1.19	-69		94	66	91	23	24	117	215	216	89	65
	58	Most teachers in this school understand kids fairly well.	2.40	1.11	-75		124	82	60	13	19	101	284	186	94	37
	59	Most teachers at this school try to treat all kids fairly.	2.43	1.22	-73		144	75	46	22	11	116	259	149	115	63
	60	Most of the teachers here are interested in the feelings and personal problems of students.	2.86	1.24	-75		97	57	81	33	30	67	183	201	168	83

Table 2 (Continued)
Item Statistics for Test 03

Sub Scale	Item	Scale Titles and Item Statements	$\overline{X}$	SD	r*	N	Number Responding to Each Alternative									
							Elementary					Secondary				
							1	2	3	4	5	1	2	3	4	5
10		Teacher Aloofness and Mistreatment of Students														
	49	Most teachers at this school are distant and hard to know.	3.59	1.21	-62	1000	26	25	54	67	126	46	105	148	263	140
	51	Most teachers in this school take themselves too seriously and rarely smile or joke.	3.32	1.36	-67		43	32	65	45	113	89	131	146	193	143
	52	Teachers here seem to take pleasure in making students look stupid.	3.38	1.41	-76		26	30	50	48	144	112	133	135	165	157
	54	Most teachers here don't understand the problems of students.	3.17	1.23	-68		21	34	88	70	85	82	164	211	155	90
	57	Some teachers in this school seem to enjoy making students suffer.	3.38	1.38	-74		26	30	48	49	145	113	112	155	185	137
11		Humanistic Treatment of Students														
	5	Students are seldom treated as human beings at this school.	3.58	1.35	46	1000	51	38	43	42	124	52	106	118	215	211
	6	No one at this school is interested in your personal problems.	3.46	1.30	42		43	32	70	71	82	74	101	142	214	181
	13	There are too many rules in this school.	3.26	1.35	51		48	49	48	66	87	100	100	174	195	138
	16	The rules are too strict at our school.	3.51	1.30	58		37	33	56	69	103	66	100	139	221	176
	20	Students are trusted at this school.	2.97	1.33	-49		90	83	76	28	21	68	165	154	163	152
	21	Students are often punished for no real reason.	3.41	1.43	55		49	27	52	51	119	110	88	148	161	195
	25	Only the kids with good grades are allowed to take part in school activities here.	3.83	1.33	43		20	24	31	40	183	74	96	86	195	261
	42	The principal here is too strict with students.	3.72	1.24	51		24	32	48	51	154	49	77	166	212	198
	44	The principal here is too strict with students.	3.78	1.32	43		20	21	65	43	149	73	61	137	150	281
	47	Students are able to talk informally with teachers after school.	2.43	1.22	-46		114	64	68	26	26	157	234	178	78	55
		(Continued)														

Table 2 (Continued)
Item Statistics for Test 03

Sub Scale	Item	Scale Titles and Item Statements	$\overline{X}$	SD	r*	N	Number Responding to Each Alternative									
							Elementary					Secondary				
							1	2	3	4	5	1	2	3	4	5
11		(Continued)														
	48	The teachers are willing to hear student complaints.	2.72	1.23	-53	1000	94	72	77	33	22	85	223	182	130	82
	49	Most teachers at this school are distant and hard to know.	3.59	1.21	-51		26	25	54	67	126	46	105	148	263	140
	51	Most teachers in this school take themselves too seriously and rarely smile or joke.	3.32	1.36	51		43	32	65	45	113	89	131	146	193	143
	52	Teachers here seem to take pleasure in making students look stupid.	3.38	1.41	64		26	30	50	48	144	112	133	135	165	157
	53	Most teachers are friendly at this school.	2.14	1.14	-58		161	61	45	13	18	195	275	125	77	30
	54	Most teachers here don't understand the problems of students.	3.17	1.23	60		31	45	88	70	85	82	164	211	155	90
	57	Some teachers in this school seem to enjoy making students suffer.	3.38	1.39	63		26	30	48	49	145	113	112	155	185	137
	59	Most teachers at this school try to treat all kids fairly.	2.43	1.22	-60		144	75	46	22	11	116	259	149	115	63
12		Fairness of Rules and Punishment														
	13	There are too many rules at this school.	3.26	1.35	77	1000	48	49	48	66	87	100	100	174	195	133
	14	The rules at this school seem to be fair and reasonable.	2.50	1.28	-70		127	66	53	31	21	139	242	115	145	61
	16	The rules are too strict at our school.	3.51	1.30	79		37	33	56	69	103	66	100	139	221	176
	21	Students are often punished for no real reason.	3.41	1.43	69		49	27	52	51	119	110	88	148	161	195

Table 2 (Continued)
Item Statistics for Test 03

Sub Scale	Item	Scale Titles and Item Statements	$\overline{X}$	SD	r*	N	Number Responding to Each Alternative									
							Elementary					Secondary				
							1	2	3	4	5	1	2	3	4	5
13		Student Responsibility														
	3	Students keep this school clean.	3.56	1.29	-80	1000	45	92	67	50	44	23	107	80	228	274
	17	Most students obey the school rules.	2.92	1.34	-82		109	76	57	25	31	68	175	149	183	127
14		Feeling of Acceptance & Belonging														
	31	I feel just as important in the school as any other student.	2.43	1.26	-56	1000	124	76	49	24	25	172	202	152	128	48
	32	I find it hard to talk to my classmates.	3.94	1.20	63		25	26	52	58	137	30	72	81	221	298
	37	There is no one at school I can really call my friend.	4.30	1.19	57		30	18	33	45	172	32	32	46	103	489
	38	I feel that I am different from most kids at school.	3.35	1.34	59		46	49	82	47	74	70	120	143	180	189
	39	If I have a problem in school, I feel I can get help from other students.	2.74	1.34	-61		74	55	77	42	50	136	230	135	103	98
15		Principal's Interest in Students														
	40	We never see the principal unless there is a problem.	3.58	1.41	55	1000	33	28	38	54	145	91	109	98	189	215
	41	The principal here is willing to listen to students who have a problem.	2.43	1.34	-69		154	47	52	18	27	176	196	150	94	86
	42	The principal here is too strict with students.	3.72	1.24	67		24	21	48	51	154	49	77	166	212	198
	43	The principal here tries to learn each kid's name and find out how he is doing.	2.70	1.42	-63		135	67	59	15	22	142	141	157	122	140
	44	The principal here just punishes students and doesn't listen to their problems.	3.78	1.32	49		20	21	65	43	149	73	61	137	150	281
	45	The principal here is warm and friendly.	2.48	1.36	-73		150	62	40	17	29	172	170	167	100	93
	46	Nearly everybody at this school is afraid of the assistant principal.	3.84	1.24	42		22	22	75	49	130	47	59	133	174	289

Table 2 (Continued)
Item Statistics for Test 03

Sub Scale	Item	Scale Titles and Item Statements	$\overline{X}$	SD	r*	N	Number Responding to Each Alternative									
							Elementary					Secondary				
							1	2	3	4	5	1	2	3	4	5
16		Need for Discipline and Control in School														
	18	Students should be punished more often at this school.	3.05	1.37	-82	1000	58	49	57	52	82	116	159	139	182	106
	19	The principal has to be strict to keep students in line.	3.77	1.32	-81		25	19	56	48	150	60	93	116	163	270
17		School Spirit														
	24	We are lacking in school spirit at this school.	2.66	1.42	80	1000	44	49	84	38	83	226	211	86	101	78
	28	Most kids aren't very interested in school activities.	3.21	1.27	74		35	38	72	62	91	89	133	187	202	91
18		Student Participation in Decision-Making														
	11	Students have little to say in picking their teachers.	2.60	1.47	64	1000	116	43	64	31	44	222	152	94	118	116
	15	The principal and teachers decide what the rules are for this school.	2.70	1.37	68		95	71	69	24	39	165	143	170	120	104
	22	Students have a great deal of say in what the school rules are to be.	3.22	1.42	-69		65	43	71	46	73	96	139	127	149	191
19		Teacher Relations and Job Satisfaction														
	10	Teachers respect each other at our school.	2.16	1.13	-80	1000	177	67	38	10	6	175	236	180	74	37
	50	Some teachers here seem to dislike their jobs.	3.36	1.24	71		13	23	73	65	124	74	134	220	168	106
	61	Teachers respect each other at our school.	2.25	1.14	-81		163	51	55	16	13	169	216	206	81	30

Table 2 (Continued)
Item Statistics for Test 03

Sub Scale	Item	Scale Titles and Item Statements	$\overline{X}$	SD	r*	N	Number Responding to Each Alternative									
							Elementary					Secondary				
							1	2	3	4	5	1	2	3	4	5
20		Student Relations														
	9	Students are friendly at our school.	2.49	1.20	-67	1000	86	92	67	29	24	131	277	126	116	52
	29	New kids have a rough time making friends in this school.	3.24	1.43	50		51	28	64	52	103	122	127	126	171	156
	30	Students treat each other with respect at this school.	3.29	1.25	-57		54	57	90	57	40	41	129	166	202	164
	33	If you're not part of the in-group you are really out of it in this school.	3.36	1.42	58		40	42	65	49	102	110	109	118	169	196
	34	I don't like the kids in this school.	4.03	1.09	61		13	24	39	68	154	17	60	111	230	284
	35	The students in this school are friendly to me.	2.27	1.12	-65							179	289	131	69	34
	36	Not many students in this school are really kind.	3.32	1.23	62		35	53	79	62	69	60	119	166	233	124
21		Satisfaction with Emphasis on School Activities														
	23	People look down on you if you don't get involved in school activities.	3.03	1.32	65	1000	66	58	76	43	55	82	171	168	159	122
	25	Only the kids with good grades are allowed to take part in school activities here.	3.83	1.33	65		20	24	31	40	183	64	96	86	195	261
	26	Too much stress is placed on school activities.	3.50	1.26	68		21	35	83	49	110	72	72	200	188	170

Table 2 (Continued)
Item Statistics for Test 03

Sub Scale	Item	Scale Titles and Item Statements	X̄	SD	r*	N	Number Responding to Each Alternative									
							Elementary					Secondary				
							1	2	3	4	5	1	2	3	4	5
22		General School Climate														
	2	Students here are treated as responsible persons.	2.63	1.27	-53	1000	127	79	49	26	17	103	203	151	173	72
	5	Students are seldom treated as human beings at this school.	3.58	1.35	34		51	38	43	42	124	52	106	118	215	211
	7	This school is a pleasant place to be.	2.68	1.35	-62		118	70	53	26	31	108	235	128	117	114
	8	There are many things at this school which need to be changed.	2.30	1.32	42		76	42	65	58	57	299	203	107	58	35
	9	Students are friendly at our school.	2.49	1.20	-42		86	92	67	29	24	131	277	126	116	52
	14	The rules at this school seem to be fair and reasonable.	2.50	1.28	-56							139	242	115	145	61
	16	The rules are too strict at our school.	3.51	1.30	47		37	33	56	69	103	66	100	139	221	176
	17	Most students obey the school rules.	2.92	1.34	-47		109	76	57	25	31	68	175	149	183	127
	20	Students are trusted at this school.	2.97	1.33	-59		90	83	76	28	21	68	165	154	163	152
	27	I personally feel a part of the activities that go on in this school.	2.63	1.27	-40		90	75	81	33	19	130	219	153	109	91
	30	Students treat each other with respect at this school.	3.29	1.25	-45		54	57	90	57	40	41	129	166	202	164
	34	I don't like the kids in this school.	4.03	1.09	36		13	24	39	68	154	17	60	111	230	284
	35	The students in this school are friendly to me.	2.27	1.12	-40		101	81	71	27	18	179	289	131	69	34
	41	The principal here is willing to listen to students who have a problem.	2.43	1.34	-58		154	47	52	18	27	176	196	150	94	86
	42	The principal here is too strict with students.	3.72	1.24	49		24	21	48	51	154	49	77	166	212	198
	45	The principal here is warm and friendly	2.48	1.36	-58		150	62	40	17	29	172	170	167	100	93
	48	The teachers are willing to hear student complaints.	2.72	1.23	-54		94	72	77	33	22	85	223	182	130	82
	49	Most teachers in this school are distant and hard to know.	3.59	1.21	43		26	25	54	67	126	46	105	148	263	140
	52	Teachers here seem to take pleasure in making students look stupid.	3.38	1.41	56		26	30	50	48	144	112	133	135	165	157
	53	Most teachers are friendly at this school.	2.14	1.14	-61		161	61	45	13	18	195	275	125	77	30
	54	Most teachers here don't understand the problems of students.	3.17	1.23	56		21	34	88	70	85	82	164	211	155	90
		(Continued)														

Table 2 (Continued)
Item Statistics for Test 03

Sub. Scale	Item	Scale Titles and Item Statements	$\overline{X}$	SD	r*	N	Number Responding to Each Alternative									
							Elementary					Secondary				
							1	2	3	4	5	1	2	3	4	5
22		(Continued)														
	57	Some teachers in this school seem to enjoy making students suffer.	3.38	1.38	56	1000	26	30	48	49	145	113	112	155	185	137
	58	Most teachers in this school understand kids fairly well.	2.40	1.11	-64		124	82	60	13	19	101	284	186	94	37
	59	Most teachers at this school try to treat all kids fairly.	2.43	1.22	-65		144	75	46	22	11	116	259	149	115	63
	60	Most of the teachers here are interested in the feelings and personal problems of students.	2.86	1.24	-61		97	57	81	33	30	67	183	201	168	83
23		Treatment of Students as Trusted, Responsible Persons														
	2	Students here are treated as responsible persons.	2.63	1.27	-56	1000	127	79	49	26	17	103	203	151	173	72
	4	You can get help here even for problems that aren't directly concerned with school.	2.71	1.27	-48		79	77	73	39	30	115	207	185	105	90
	11	Students have little to say in picking their teachers.	2.60	1.47	22		116	43	64	31	44	222	152	94	118	116
	13	There are too many rules in this school.	3.26	1.35	52		48	49	48	66	87	100	100	174	195	133
	14	The rules at this school seem to be fair and reasonable.	2.50	1.28	-58							139	242	115	145	61
	15	The principal and teachers decide what the rules are for this school.	2.70	1.37	32		95	71	69	24	39	165	143	170	120	104
	16	The rules are too strict at our school.	3.51	1.30	55		37	33	56	69	103	66	100	139	221	176
	20	Students are trusted at this school.	2.97	1.33	-59		90	83	76	28	21	68	165	154	163	152
	21	Students are often punished for no real reason.	3.41	1.43	49		49	27	52	51	119	110	88	148	161	195
	22	Students have a great deal of say in what the school rules are to be.	3.22	1.42	-49		65	43	71	46	73	96	139	127	149	191
	41	The principal here is willing to listen to students who have a problem.	2.43	1.34	-59		154	47	52	18	27	176	196	150	94	86
	42	The principal here is too strict with students.	3.72	1.24	48		24	21	48	51	154	49	77	166	212	198
		(Continued)														

Table 2 (Continued)
Item Statistics for Test 03

Sub Scale	Item	Scale Titles and Item Statements	X	SD	r*	N	Number Responding to Each Alternative									
							Elementary					Secondary				
							1	2	3	4	5	1	2	3	4	5
23		(Continued)														
	48	The teachers are willing to hear student complaints.	2.72	1.23	-56	1000	94	72	77	33	22	85	223	182	130	82
	56	Most teachers here take a personal interest in kids.	2.59	1.19	-54		94	66	91	23	24	117	215	216	89	65
	58	Most teachers in this school understand kids fairly well.	2.40	1.11	-61		124	82	60	13	19	101	284	186	94	37
	59	Most teachers at this school try to treat all kids fairly.	2.43	1.22	-65		144	75	46	22	11	116	259	149	115	63
	60	Most of the teachers here are interested in the feelings and personal problems of students.	2.86	1.24	-62		97	57	81	33	30	67	183	201	168	83

Table 3
Item Statistics for Test 04
(Need for Change or Improvement in:)

Sub Scale	Item	Scale Titles and Item Statements	$\overline{X}$	SD	r*	N	Number Responding to Each Alternative									
							Elementary					Secondary				
							1	2	3	4	5	1	2	3	4	5
24		Teacher Fairness and Personal Interest In Students														
	47	Students are able to talk informally with teachers after school.	2.82	1.40	-73	965	67	66	57	32	59	142	169	170	74	129
	48	The teachers are willing to hear student complaints.	2.47	1.34	-73		77	68	59	21	56	200	227	132	49	76
	53	Most teachers are friendly at this school.	2.76	1.52	-78		91	44	49	22	75	179	181	111	68	145
	55	My teachers act like teachers most of the time but sometimes seem more like friends.	2.89	1.47	-78		72	58	42	31	78	143	178	140	75	148
	56	Most teachers here take a personal interest in kids.	2.77	1.38	-75		61	58	60	39	63	150	197	153	80	104
	58	Most teachers in this school understand kids fairly well.	2.61	1.40	-79		89	69	40	17	66	165	207	152	58	102
	59	Most teachers at this school try to treat all kids fairly.	2.52	1.41	-78		90	65	44	20	62	213	174	154	52	91
	60	Most of the teachers here are interested in the feelings and personal problems of students.	2.62	1.35	-75		73	57	62	27	62	171	204	159	73	77

Table 3 (Continued)
Item Statistics for Test 04
(Need for Change or Improvement in:)

Sub Scale	Item	Scale Titles and Item Statements	$\overline{X}$	SD	r*	N	Number Responding to Each Alternative: Elementary 1	Elementary 2	Elementary 3	Elementary 4	Elementary 5	Secondary 1	Secondary 2	Secondary 3	Secondary 4	Secondary 5
25		Teacher Aloofness and Mistreatment of Students														
	49	Most teachers at this school are distant and hard to know.	2.96	1.37	-74	965	48	55	57	34	87	117	176	188	89	114
	51	Most teachers in this school take themselves too seriously and rarely smile or joke.	2.90	1.41	-77		53	41	68	43	76	145	177	159	80	123
	52	Teachers here seem to take pleasure in making students look stupid.	2.85	1.45	-77		57	48	52	45	79	174	160	146	83	121
	54	Most teachers here don't understand the problems of students.	2.67	1.37	-73		50	59	66	44	62	191	188	148	73	84
	57	Some teachers in this school seem to enjoy making students suffer.	2.89	1.45	-74		54	48	44	43	92	176	143	155	103	107
26		Humanistic Treatment of Students														
	5	Students are seldom treated as human beings at this school.	2.46	1.48	-56	965	100	42	49	22	59	257	148	117	58	104
	6	No one at this school is interested in your personal problems.	2.75	1.29	-49		47	57	82	42	53	156	164	199	94	71
	13	There are too many rules in this school.	2.78	1.35	-53		62	65	65	24	65	151	152	201	86	94
	16	The rules are too strict at our school.	2.85	1.35	-52							141	151	210	73	109
	20	Students are trusted at this school.	2.32	1.32	-49		92	69	61	17	42	255	171	146	46	66
	21	Students are often punished for no real reason.	2.80	1.43	-57		71	36	69	44	61	172	147	174	69	122
	25	Only the kids with good grades are allowed to take part in school activities here.	3.08	1.43	-47		60	41	55	43	82	124	129	164	121	146
	42	The principal here is too strict with students.	2.93	1.43	-64		58	47	54	30	94	140	173	160	97	114
	44	The principal here is too strict with students.	2.91	1.50	-60		57	45	60	38	81	186	136	129	88	145
	47	Students are able to talk informally with teachers after school.	2.82	1.40	-62		67	66	57	32	59	142	169	170	74	129
		(Continued)														

Table 3 (Continued)
Item Statistics for Test 04
(Need for Change or Improvement in:)

Sub Scale	Item	Scale Titles and Item Statements	X̄	SD	r*	N	Number Responding to Each Alternative									
							Elementary					Secondary				
							1	2	3	4	5	1	2	3	4	5
26		(Continued)														
	48	The teachers are willing to hear student complaints.	2.46	1.34	-65	965	77	68	59	21	56	200	227	132	49	76
	49	Most teachers at this school are distant and hard to know.	2.96	1.37	-63		48	55	57	34	87	117	176	188	89	114
	51	Most teachers in this school take themselves too seriously and rarely smile or joke.	2.90	1.41	-63		53	41	68	43	76	145	177	159	80	123
	52	Teachers here seem to take pleasure in making students look stupid.	2.85	1.45	-65		57	48	52	45	79	174	160	146	83	121
	53	Most teachers are friendly at this school.	2.76	1.52	-63		91	44	49	22	75	179	181	111	68	145
	54	Most teachers here don't understand the problems of students.	2.67	1.37	-66		50	59	66	44	62	191	188	148	73	84
	57	Some teachers in this school seem to enjoy making students suffer.	2.29	1.45	-62		54	48	44	43	92	176	143	155	103	107
	59	Most teachers at this school try to treat all kids fairly.	2.52	1.41	-65		90	65	44	20	62	213	174	154	52	91
27		Fairness of Rules and Punishment														
	13	There are too many rules at this school.	2.78	1.35	-78	965	62	65	65	24	65	151	152	201	86	94
	14	The rules at this school seem to be fair and reasonable.	2.56	1.36	-76		93	52	58	24	54	179	192	166	64	83
	16	The rules are too strict at our school.	2.85	1.35	-75		56	55	71	38	61	141	151	210	73	109
	21	Students are often punished for no real reason.	2.80	1.43	-69		71	36	69	44	61	172	147	174	69	122

Table 3 (Continued)
Item Statistics for Test 04
(Need for Change or Improvement in:)

Sub Scale	Item	Scale Titles and Item Statements	$\overline{X}$	SD	r*	N	Number Responding to Each Alternative									
							Elementary					Secondary				
							1	2	3	4	5	1	2	3	4	5
28		Student Responsibility														
	3	Students keep this school clean.	1.92	1.14	-75	965	117	65	48	14	37	343	205	96	20	20
	17	Most students obey the school rules.	2.34	1.27	-80		109	66	49	13	44	202	205	169	57	51
29		Feeling of Acceptance & Belonging														
	31	I feel just as important in the school as any other student.	2.64	1.37	-67	965	79	68	56	20	58	177	166	166	88	87
	32	I find it hard to talk to my classmates.	3.09	1.44	-70		55	43	61	41	81	119	151	145	107	162
	37	There is no one at school I can really call my friend.	3.01	1.62	-78		64	60	50	23	84	205	89	105	61	224
	38	I feel that I am different from most kids at school.	3.22	1.36	-74		38	46	77	60	60	90	135	168	111	180
	39	If I have a problem in school, I feel I can get help from other students.	2.80	1.39	-70		55	68	53	43	62	155	172	168	77	112
30		Principal's Interest in Students														
	40	We never see the principal unless there is a problem.	3.01	1.42	-69	965	51	54	55	33	88	128	147	192	78	139
	41	The principal here is willing to listen to students who have a problem.	2.51	1.47	-74		110	51	36	27	57	225	167	123	60	109
	42	The principal here is too strict with students.	2.93	1.43	-69		57	46	54	30	94	140	173	160	97	114
	43	The principal here tries to learn each kid's name and find out how he is doing.	2.79	1.41	-71		68	50	66	30	67	167	154	172	78	113
	44	The principal here just punishes students and doesn't listen to their problems.	2.91	1.50	-68		57	45	60	38	81	186	136	128	89	145
	45	The principal here is warm and friendly.	2.73	1.52	-71		95	51	31	27	77	189	172	107	87	129
	46	Nearly everybody at this school is afraid of the assistant principal.	3.23	1.42	-67		46	49	58	46	82	105	121	164	102	189

Table 3 (Continued)
Item Statistics for Test 04
(Need for Change or Improvement in:)

Sub Scale	Item	Scale Titles and Item Statements	$\bar{X}$	SD	r*	N	Number Responding to Each Alternative									
							Elementary					Secondary				
							1	2	3	4	5	1	2	3	4	5
31		Need for Discipline and Control in School														
	18	Students should be punished more often at this school.	2.72	1.32	-81	965	56	63	67	34	61	163	157	201	88	75
	19	The principal has to be strict to keep students in line.	3.03	1.41	-84		53	37	67	47	77	133	137	177	101	136
32		School Spirit														
	24	We are lacking in school spirit at this school.	3.23	1.38	-83	965	73	56	68	26	58	312	134	130	50	58
	28	Most kids aren't very interested in school activities.	2.68	1.29	-80		63	57	73	29	59	155	171	212	85	61
33		Student Participation in Decision-Making														
	11	Students have little to say in picking their teachers.	2.40	1.32	-71	965	81	53	69	36	42	248	169	146	63	58
	15	The principal and teachers decide what the rules are for this school.	2.57	1.28	-73		67	61	74	31	48	185	162	210	66	61
	22	Students have a great deal of say in what the school rules are to be.	2.27	1.31	-78		84	60	66	26	45	286	167	140	34	57
34		Teacher Relations and Job Satisfaction														
	10	Teachers respect each other at our school.	2.55	1.41	-76	965	105	51	42	23	60	192	177	153	76	86
	50	Some teachers here seem to dislike their jobs.	2.83	1.40	-67		48	55	53	44	81	168	164	158	103	91
	61	Teachers respect each other at our school.	2.73	1.46	-79		99	41	42	22	77	175	148	173	79	109

Table 3 (Continued)
Item Statistics for Test 04
(Need for Change or Improvement in:)

Sub Scale	Item	Scale Titles and Item Statements	$\overline{X}$	SD	r*	N	Number Responding to Each Alternative									
							Elementary					Secondary				
							1	2	3	4	5	1	2	3	4	5
35		Student Relations														
	9	Students are friendly at our school.	2.37	1.32	-62	965	97	67	62	16	39	220	200	140	48	76
	29	New kids have a rough time making friends in this school.	2.40	1.38	-69		96	62	58	19	46	247	163	138	52	84
	30	Students treat each other with respect at this school.	2.23	1.21	-64		95	70	63	22	31	245	200	158	40	41
	33	If you're not part of the in-group you are really out of it in this school.	2.93	1.38	-57		56	46	74	49	56	140	145	164	118	117
	34	I don't like the kids in this school.	2.93	1.46	-70		65	53	48	41	74	147	155	146	96	140
	35	The students in this school are friendly to me.	2.68	1.38	-73		66	69	70	26	50	167	187	158	53	119
	36	Not many students in this school are really kind.	2.66	1.32	-73		62	69	72	30	48	154	205	162	76	87
36		Satisfaction with Emphasis on School Activities														
	23	People look down on you if you don't get involved in school activities.	2.90	1.27	-69	965	62	53	87	31	48	108	145	201	148	82
	25	Only the kids with good grades are allowed to take part in school activities here.	3.08	1.43	-77		60	41	55	43	82	124	129	164	121	146
	26	Too much stress is placed on school activities.	3.07	1.29	-74		54	47	84	37	70	98	121	235	118	112

Table 3 (Continued)
Item Statistics for Test 04
(Need for Change or Improvement in:)

Sub Scale	Item	Scale Titles and Item Statements	$\bar{X}$	SD	r*	N	Number Responding to Each Alternative									
							Elementary					Secondary				
							1	2	3	4	5	1	2	3	4	5
37		General School Climate														
	2	Students here are treated as responsible persons.	2.32	1.29	-47	965	79	67	62	23	45	244	216	131	34	59
	5	Students are seldom treated as human beings at this school.	2.46	1.48	-55		109	42	49	22	59	257	148	117	58	104
	7	This school is a pleasant place to be.	2.47	1.39	-54		91	64	40	21	65	219	188	146	51	80
	8	There are many things at this school which need to be changed.	2.62	.92	-24											
	9	Students are friendly at our school.	2.37	1.32	-54		97	67	62	16	39	220	200	140	48	76
	14	The rules at this school seem to be fair and reasonable.	2.56	1.36	-63		93	52	58	24	54	179	192	166	64	83
	16	The rules are too strict at our school.	2.34	1.27	-46		56	55	71	38	61	141	151	210	73	109
	17	Most students obey the school rules.	2.32	1.32	-48		109	66	49	13	44	202	205	169	57	51
	20	Students are trusted at this school.	2.32	1.32	-57		92	69	61	17	42	255	171	145	46	66
	27	I personally feel a part of the activities that go on in this school.	2.89	1.33	-54		65	65	74	27	50	111	154	191	113	115
	30	Students treat each other with respect at this school.	2.23	1.21	-52		95	70	63	22	31	245	200	158	40	41
	34	I don't like the kids in this school.	2.93	1.46	-54		65	53	48	41	74	147	155	146	96	140
	35	The students in this school are friendly to me.	2.68	1.38	-62		66	69	70	26	50	167	187	158	53	119
	41	The principal here is willing to listen to students who have a problem.	2.51	1.47	-65		110	51	36	27	57	225	167	123	60	109
	42	The principal here is too strict with students.	2.93	1.43	-59		57	46	54	30	94	140	173	160	97	114
	45	The principal here is warm and friendly.	2.72	1.52	-61		95	51	21	27	77	189	172	107	87	129
	48	The teachers are willing to hear student complaints.	2.47	1.34	-66		77	68	59	21	56	200	227	132	49	76
	49	Most teachers in this school are distant and hard to know.	2.96	1.37	-56		48	55	57	34	87	117	176	188	89	114
	52	Teachers here seem to take pleasure in making students look stupid.	2.85	1.45	-57		57	48	52	45	79	174	160	146	83	121
	53	Most teachers are friendly at this school.	2.76	1.52	-66		91	44	49	22	75	179	181	111	68	145
	54	Most teachers here don't understand the problems of students.	2.65	1.37	-60		50	59	66	44	62	191	188	145	73	84

(Continued)

Table 3 (Continued)
Item Statistics for Test 04
(Need for Change or Improvement in:)

Sub Scale	Item	Scale Titles and Item Statements	$\overline{X}$	SD	r*	N	Number Responding to Each Alternative									
							Elementary					Secondary				
							1	2	3	4	5	1	2	3	4	5
37		(Continued)														
	57	Some teachers in this school seem to enjoy making students suffer.	2.89	1.45	-54	965	54	48	44	43	92	176	143	155	103	107
	58	Most teachers in this school understand kids fairly well.	2.61	1.40	-69		89	69	40	17	66	165	207	152	58	102
	59	Most teachers at this school try to treat all kids fairly.	2.52	1.41	-68		90	65	44	20	62	213	174	154	52	91
	60	Most of the teachers here are interested in the feelings and personal problems of students.	2.62	1.35	-67		73	57	62	27	62	171	204	159	73	77
38		Treatment of Students as Trusted, Responsible Persons														
	2	Students here are treated as responsible persons.	2.32	1.29	-50	965	79	67	62	28	45	244	216	131	34	59
	4	You can get help here even for problems that aren't directly concerned with school.	2.52	1.23	-44		66	70	80	25	40	173	189	212	50	60
	11	Students have little to say in picking their teachers.	2.40	1.32	-51		81	53	69	36	42	248	169	146	63	58
	13	There are too many rules in this school.	2.78	1.35	-59		62	65	65	24	65	151	152	201	86	94
	14	The rules at this school seem to be fair and reasonable.	2.56	1.36	-67		93	52	58	24	54	179	192	166	64	83
	15	The principal and teachers decide what the rules are for this school.	2.57	1.28	-52		67	61	74	31	48	185	162	210	66	61
	16	The rules are too strict at our school.	2.85	1.35	-53		56	55	71	38	61	141	151	210	73	109
	20	Students are trusted at this school.	2.32	1.32	-59		92	69	61	17	42	255	171	146	46	66
	21	Students are often punished for no real reason.	2.80	1.43	-55		71	36	69	44	61	172	147	174	69	122
	22	Students have a great deal of say in what the school rules are to be.	2.27	1.31	-59		84	60	66	26	45	286	167	140	34	57
	41	The principal here is willing to listen to students who have a problem.	2.51	1.47	-62		110	51	36	27	57	225	167	123	60	109
	42	The principal here is too strict with students.	2.93	1.43	-57		57	46	54	30	94	140	173	160	97	114
		(Continued)														

Table 3 (Continued)
Item Statistics for Test 04
(Need for Change or Improvement in:)

Sub Scale	Item	Scale Titles and Item Statements	$\overline{X}$	SD	r*	N	Number Responding to Each Alternative									
							Elementary					Secondary				
							1	2	3	4	5	1	2	3	4	5
38		(Continued)														
	48	The teachers are willing to hear student complaints.	2.47	1.34	-68	965	77	68	59	21	56	200	227	132	49	76
	56	Most teachers here take a personal interest in kids.	2.77	1.38	-62		61	58	60	39	63	150	197	153	80	104
	58	Most teachers in this school understand kids fairly well.	2.61	1.40	-68		89	69	40	17	66	165	207	152	58	102
	59	Most teachers at this school try to treat all kids fairly.	2.52	1.41	-69		90	65	44	20	62	213	174	154	52	91
	60	Most of the teachers here are interested in the feelings and personal problems of students.	2.62	1.35	-68		73	57	62	27	62	171	204	159	73	77

Table 4
Item Statistics for Test 05

Sub Scale	Item	Scale Titles and Item Statements	$\overline{X}$	SD	r*	N	Number Responding to Each Alternative									
							Elementary					Secondary				
							1	2	3	4	5	1	2	3	4	5
39		Motivation to Succeed in School														
	1	I do only as much school work as I feel I need to do to get by.	3.22	1.21	73	959	43	27	70	78	79	66	112	224	187	73
	4	I don't care how well I do in school.	4.30	1.08	76		17	13	19	34	214	23	28	74	169	368
	17	Doing well in my school work is important to me.	1.86	1.07	-69		204	44	18	14	17	281	201	123	44	13
40		Organization, Perseverance and Competence in School Work														
	9	I feel that I am doing well in school.	2.38	1.14	-62	959	134	80	43	19	21	121	212	216	81	32
	11	I can organize my study time so that I have time for myself.	2.55	1.26	-55		103	67	71	25	31	145	172	186	99	60
	13	I usually enjoy doing special projects.	1.95	1.12	-55		174	62	39	10	12	281	169	138	47	27
	16	When I start something I stay with it until I finish.	2.69	1.15	-61		84	86	67	35	25	95	143	249	141	34
	24	I usually plan my work very carefully in school.	2.90	1.12	-69		77	82	85	36	17	41	145	237	184	55
	26	My study periods are usually well spent.	2.65	1.14	-68		90	85	93	18	11	90	164	232	122	54
	35	I try to plan my time carefully so I can get all my work done.	2.58	1.20	-73	959	111	85	56	28	17	115	145	227	131	44
41		Preference for Working With Other Students														
	37	I like to learn by working with other students.	2.03	1.12	-62	959	140	66	45	26	20	260	213	129	41	19
	38	I get a lot of help from other students.	2.84	1.21	-50		56	49	71	78	43	103	170	211	133	45
	39	I like to help other students.	2.16	1.10	-43		145	72	50	15	15	191	208	185	58	20
	41	I like to work alone.	3.06	1.37	63		97	35	69	54	42	93	93	182	157	137
	42	Other students bother me when I'm trying to do my school work.	3.18	1.33	48		69	44	66	61	57	88	87	167	200	120
	43	I would rather do my work on my own than work with other students.	3.45	1.33	71		68	22	72	61	74	60	65	138	190	189
	45	I would rather do my work with a partner or in a group.	2.52	1.31	-68		97	41	67	43	49	192	161	176	86	47
	46	I don't like to work in groups.	3.73	1.31	63		50	17	58	57	115	51	55	110	204	242
	47	I like to work with other students on class projects.	2.10	1.16	-59		146	56	53	19	23	240	204	142	49	27

Table 4 (Continued)
Item Statistics for Test 05

Sub Scale	Item	Scale Titles and Item Statements	$\overline{X}$	SD	r*	N	Number Responding to Each Alternative									
							Elementary					Secondary				
							1	2	3	4	5	1	2	3	4	5
42		Confidence in Front of the Class														
	50	I find it hard to talk in front of class.	2.70	1.37	77	959	73	47	66	44	67	178	157	156	106	65
	52	I get nervous and tense when I'm called on in class.	3.05	1.34	78		41	41	75	58	82	128	124	165	160	85
	53	I like to be called on in class.	3.24	1.32	-73		79	56	75	37	50	56	81	185	181	159
43		Confidence in Ability to do Well in School														
	12	I like to choose something that interests me to work on in school.	1.78	1.06	-54	959	171	57	38	11	20	343	196	78	27	18
	19	I can figure things out by myself in class.	2.77	1.08	-55		66	76	87	43	25	60	180	262	126	34
	21	I have the ability to do well in school.	1.95	1.03	-65		163	68	36	19	11	244	229	138	38	13
	25	I feel I know enough about my needs and interests to make good choices about what I should study in school.	2.39	1.10	-57		99	83	72	28	15	137	218	206	73	28
	30	The school work is often too hard for me at this school.	3.91	1.15	49		25	14	40	76	144	34	40	122	250	216
	36	I can do well in school if I want to.	1.71	.99	-61		193	54	28	5	17	341	191	101	16	13
44		Attentiveness, Concentration, & Self-Discipline in School Work														
	3	I usually rush through my homework to get it finished.	3.07	1.38	60	959	54	34	49	59	101	126	121	181	148	86
	5	I give up fairly quickly if I don't understand something.	3.64	1.21	60		29	22	43	89	114	52	58	166	232	154
	6	It is often hard for me to stay with my work unless the teacher keeps after me.	3.85	1.15	64		23	11	35	90	138	41	47	123	267	184
	8	I don't know how to study.	4.28	1.04	44		11	14	15	42	215	20	32	82	195	333
	14	I make mistakes because I do not listen carefully.	3.15	1.15	59		28	33	87	88	61	76	115	234	181	56
		(Continued)														

Table 4 (Continued)
Item Statistics for Test 05

Sub Scale	Item	Scale Titles and Item Statements	$\overline{X}$	SD	r*	N	Number Responding to Each Alternative									
							Elementary					Secondary				
							1	2	3	4	5	1	2	3	4	5
44		(Continued)														
	15	I have difficult keeping my mind on what I am studying.	3.17	1.26	66	959						82	125	205	171	79
	18	I have problems deciding what to study.	3.08	1.19	58							71	127	240	153	71
	20	I don't learn well if I'm given too much free time.	3.00	1.35	38							84	159	158	162	99
	23	I often cannot remember directions for doing things.	3.41	1.15	60							38	92	211	223	98
	31	I often have difficulty remembering things for tests.	3.11	1.26	56							93	136	183	182	68
	34	I have trouble making myself study when I know I should.	2.88	1.29	58							126	159	217	101	59
45		Feelings of Acceptance and Involvement														
	44	I feel left out of things in class.	3.76	1.17	82	959						30	52	139	249	192
	49	My ideas or opinions are ignored by most of my classmates.	3.39	1.19	82							61	66	192	246	97
46		Preference for Clear Directions														
	7	I like my teacher to tell me exactly what to do in class.	2.84	1.40	-82	959						133	113	169	160	87
	28	I like my teacher to set clear goals for me.	2.56	1.25	-76							135	166	204	92	65
47		Attitude Toward Studying and Homework														
	10	I would rather do almost anything than study.	3.20	1.28	74	959						89	114	203	179	77
	27	I hate homework and extra assignments.	2.93	1.38	81							160	118	192	128	64
	29	Homework is just busy work; you seldom learn anything from it.	3.68	1.27	72							61	63	127	233	178

Table 4 (Continued)
Item Statistics for Test 05

Sub Scale	Item	Scale Titles and Item Statements	$\overline{X}$	SD	r*	N	Number Responding to Each Alternative									
							Elementary					Secondary				
							1	2	3	4	5	1	2	3	4	5
48		Participation in Class Discussions														
	48	I enjoy taking part in class discusions.	2.39	1.28	-79	959						180	163	163	96	60
	51	I can speak out in class discussion most of the time when I want to.	2.86	1.33	-81							120	146	182	135	79

Table 5
Item Statistics for Test 06

Sub Scale	Item	Scale Titles and Item Statements	$\overline{X}$	SD	r*	N	Number Responding to Each Alternative									
							Elementary					Secondary				
							1	2	3	4	5	1	2	3	4	5
49		Teacher Interest in Individual Students														
	2	The teacher tries to make sure I understand what I am supposed to do.	2.01	1.04	-69	768	225	133	71	26	9	78	113	77	25	11
	3	The teacher tries to make school interesting to me.	2.20	1.18	-69		211	108	82	38	25	65	106	82	36	15
	8	The teacher knows what is easy and what is hard for me.	2.46	1.19	-58		159	128	102	46	29	39	94	94	56	21
	12	The teacher wants to know what I am interested in.	2.52	1.22	-65		135	131	116	48	34	61	67	94	59	23
	14	The teacher listens to what I have to say.	2.46	1.20	-71		146	112	122	48	36	59	96	87	43	19
	16	The teacher listens to my ideas and opinions.	2.62	1.18	-66		110	116	148	53	37	51	80	97	54	22
	17	The teacher tries to understand how I see things.	2.51	1.20	-74		132	138	115	51	28	51	88	84	54	27
	19	The teacher often praises me when I have done something well.	2.44	1.14	-62		149	141	113	31	30	32	104	107	39	22
	20	The teacher helps me find out more about things I want to know.	2.40	1.12	-72		152	135	112	50	15	44	93	99	54	14
	21	The teacher helps me when I need help.	2.06	1.01	-67		188	143	91	31	11	81	128	69	19	7
	24	The teacher spends as much time as possible with each individual student.	2.68	1.33	-64		156	82	107	69	50	46	75	79	69	35
50		Teacher Relationship with the Student														
	18	The teacher does not seem interested in my work or the things I like to do.	3.69	1.25	52	768	38	54	82	109	181	19	31	73	105	76
	29	I like my teacher.	2.09	1.24	-66		247	85	68	31	33	93	91	80	18	22
	30	I get along fairly well with the teacher.	2.13	1.12	-62		192	127	86	32	27	80	123	70	20	11
	31	The teacher is easy to talk to.	2.35	1.22	-66		169	105	112	48	30	84	75	83	46	16
	32	I can talk to the teacher as a friend.	2.42	1.24	-59		165	115	110	46	28	72	68	84	53	27
	33	The teacher is fair in marking my work.	2.21	1.18	-57		226	90	86	33	29	94	79	96	25	10
	34	The teacher doesn't seem to care about me one way or another.	3.80	1.26	60		43	36	81	98	205	15	28	68	90	103
		(Continued)														

Table 5 (Continued)
Item Statistics for Test 06

Sub Scale	Item	Scale Titles and Item Statements	$\bar{X}$	SD	r*	N	Number Responding to Each Alternative									
							Elementary					Secondary				
							1	2	3	4	5	1	2	3	4	5
50		(Continued)														
	35	I feel the teacher takes a personal interest in me.	3.11	1.23	-44	768	75	90	139	83	77	17	49	112	79	47
	36	The teacher doesn't seem to care about my feelings.	3.59	1.24	56		38	63	95	109	159	20	36	76	104	68
	38	I seem to irritate and bother my teacher.	3.52	1.24	45		52	49	122	118	123	23	23	70	118	70
	39	I feel that the teacher doesn't like me when I do something wrong.	2.85	1.30	49		112	91	109	70	82	39	65	112	64	24
	41	I don't think the teacher likes me.	3.69	1.31	69		57	45	76	98	188	22	17	76	99	90
	42	The teacher usually treats me fairly.	2.28	1.18	-58		173	126	95	30	40	60	121	91	15	17
	43	I am afraid of the teacher.	4.10	1.21	37		35	25	71	77	256	13	19	39	66	167
	44	When I do something wrong, I know I will get a second chance.	2.97	1.25	-38		88	99	130	76	71	26	61	108	72	37
	45	The teacher wants to change the way I act.	3.24	1.30	39		90	52	142	93	87	22	40	76	99	67
51		Student Involvement in Choosing & Planning Work														
	4	The teacher lets me help plan what we are going to do.	3.16	1.37	-61	768	85	95	109	80	95	34	44	77	68	81
	5	I have free time in class when I can choose what I want to do.	2.87	1.44	-64		160	85	93	52	74	31	48	78	79	68
	6	Sometimes I am allowed to plan how I am going to spend my time in class.	3.20	1.28	-61		73	87	120	82	102	17	52	104	75	56
	7	I have to do just what everyone else in my room is doing.	3.02	1.33	41		72	81	96	105	110	52	81	95	52	24
	10	The teacher allows me to work on things I like most.	3.11	1.18	-60		68	83	163	88	62	20	49	99	94	42
	11	The teacher gives me a lot of freedom to do what I want to do.	3.37	1.25	-68		62	68	144	87	103	16	30	83	103	72
	26	If I don't feel like working some days, the teacher doesn't get upset.	3.57	1.29	-42		46	61	98	100	159	24	32	83	80	85
	27	I am allowed to decide what extra work I want to do outside class.	2.64	1.33	-41		140	93	114	55	62	58	85	76	53	32

Table 5 (Continued)
Item Statistics for Test 06

Sub Scale	Item	Scale Titles and Item Statements	$\overline{X}$	SD	r*	N	Number Responding to Each Alternative									
							Elementary					Secondary				
							1	2	3	4	5	1	2	3	4	5
52		Attitudes Toward Grades in School														
	1	I like my grades because they show how good I am in school.	2.22	1.15	-43	768	186	152	77	31	18	62	99	85	32	26
	9	I know a lot more than my marks in school show.	2.80	1.22	43		88	88	147	80	61	55	72	103	59	15
	25	Getting good grades isn't that important to me.	3.83	1.38	62		46	49	62	66	241	31	26	53	68	126
	28	I am willing to cheat to get good grades.	4.40	1.24	56		38	29	47	79	271	18	19	52	91	124
	37	I like to be marked on how much I've improved.	2.17	1.17	-48		212	99	95	31	27	80	92	95	23	14
	46	I never knew how I am doing in school.	3.53	1.35	48		65	58	101	102	138	28	22	62	87	105
53		Attitudes Toward Competition in School														
	13	I think there should be more emphasis on cooperation than on competition in school.	2.42	1.18	-62	768	124	114	141	48	37	87	85	95	22	15
	23	I like to achieve, but not at the expense of others.	2.55	1.20	-60		126	104	150	43	41	61	74	108	40	21
	40	I try to do better than other students in my classes.	2.54	1.23	50		133	120	115	55	41	58	79	99	42	26

Table 6
Item Statistics for Test 08-09

Sub Scale	Item	Scale Titles and Item Statements	$\bar{X}$	SD	r*	N	Number Responding to Each Alternative									
							Elementary					Secondary				
							1	2	3	4	5	1	2	3	4	5
54		Teacher Temperament														
	46	The teacher often gives me the impression that he/she does not want to be disturbed.	2.98	1.16	61	440	12	22	20	15	10	38	77	127	81	38
	47	The teacher gets angry if we joke around in class.	2.76	1.26	69		25	9	16	12	17	65	90	108	68	30
	48	The teacher seems moody and hard to understand.	3.33	1.18	76		8	7	22	14	28	36	46	105	131	43
	49	The teacher becomes angry too easily.	3.23	1.23	67		11	6	21	21	20	50	42	102	124	43
	50	When the teacher comes to school in a bad mood, he/she takes it out on the kids.	2.88	1.28	77		11	16	13	20	19	68	80	105	71	37
	51	The teacher acts like he/she is better than we are.	3.18	1.32	74		7	6	14	18	34	60	56	108	83	54
55		Teacher Fairness														
	23	The teacher picks on certain students.	3.02	1.32	77	440	16	6	15	14	28	60	69	112	75	45
	24	The teacher has favorite students and treats them differently than most students.	3.09	1.33	78		10	8	17	13	31	62	65	102	83	49
	25	The teacher gives more help and attention to the good students.	3.27	1.25	76		5	7	14	20	33	42	68	98	104	49
	26	The teacher is too strict.	3.51	1.13	69		9	6	14	20	30	24	34	110	136	57
	27	The teacher calls on you if he thinks you don't know the answer.	3.03	1.26	69		14	12	15	19	19	49	77	110	80	45

Table 6 (Continued)
Item Statistics for Test 08-09

Sub Scale	Item	Scale Titles and Item Statements	$\bar{X}$	SD	r*	N	Number Responding to Each Alternative									
							Elementary					Secondary				
							1	2	3	4	5	1	2	3	4	5
56		Teacher Dominance & Control														
	2	The teacher talks too much.	2.94	1.24	-53	440	14	11	12	21	21	61	69	117	88	26
	3	Most class time is spent listening to the teacher.	2.94	1.18	-50		8	13	12	29	18	50	93	115	78	25
	4	My teacher is mainly interested in getting his/her ideas and opinions across to you.	2.32	1.13	-25		38	20	16	2	3	84	124	87	50	16
	7	The teacher gives the same assignment to every student in the class.	2.43	1.34	-44		14	8	15	10	32	123	117	65	36	20
	8	We have a lot of things to choose from when we decide what to do in class.	3.26	1.17	59		14	21	22	7	15	19	64	111	107	60
	9	Students can get good grades if they know how to make the teacher like them.	3.50	1.28	-42		8	11	10	13	37	31	49	100	91	90
	10	Each student makes his own decisions about what he is going to do each day.	3.68	1.18	26		5	6	20	15	33	19	42	89	103	103
	13	Students cannot do anything in class without the teacher's permission.	3.00	1.34	-49		17	10	10	19	23	58	83	92	77	51
	14	A student usually has to get the teacher's permission to leave his desk.	3.83	1.21	-38		7	3	11	21	37	22	35	63	114	127
	15	We can sit where we want to and move around freely in class.	3.15	1.31	46		8	11	15	14	31	47	86	90	80	58
	16	Materials are kept put away in our classroom until they are given out by the teacher.	3.21	1.30	-34		20	10	16	13	20	42	56	94	108	61
	26	The teacher is too strict.	3.51	1.13	-56		9	6	14	20	30	24	34	110	136	57
	27	The teacher calls on you if he thinks you don't know the answer.	3.30	1.26	-54		14	12	15	19	19	49	77	110	80	45
	29	The teacher calls on you if he thinks you haven't been listening.	2.29	1.10	-43		35	17	14	8	5	97	106	113	35	10
	30	In the first few days of class the teacher makes it clear who is running things.	2.38	1.15	-32		24	20	22	7	6	99	99	106	39	18
	31	The teacher decides what the students should do in this class.	2.27	1.05	-52		29	15	20	6	9	88	136	100	32	5
	32	The teacher makes you do what he/she wants to do most of the time.	2.45	1.09	-56		23	21	17	10	8	75	112	123	40	11

Table 6 (Continued)
Item Statistics for Test 08-09

Sub Scale	Item	Scale Titles and Item Statements	$\overline{X}$	SD	r*	N	Number Responding to Each Alternative									
							Elementary					Secondary				
							1	2	3	4	5	1	2	3	4	5
56		(Continued)														
	34	Students have the chance to change what the class is doing.	3.52	1.21	39	440	4	14	22	14	25	24	47	104	89	97
	35	In this class, the teacher allows us to make many decisions together.	2.78	1.24	48		25	25	15	9	5	59	77	112	73	40
	38	The teacher has a set pattern for doing things.	2.51	1.04	-28		22	26	20	7	4	57	117	132	41	14
	39	The teacher doesn't want to hear the students' ideas on classroom rules and behavior.	3.46	1.23	-56		4	7	11	14	43	34	52	95	121	59
	40	The class makes its own rules as to how the class is run.	3.54	1.26	35		18	20	10	12	19	17	44	86	106	108
	41	Students are allowed to make and enforce class rules.	3.54	1.21	40		11	14	22	13	19	16	53	81	112	99
	53	Students are not allowed to talk when they are supposed to be working.	2.61	1.20	-46		30	12	19	13	5	73	85	117	62	24
	58	There is little opportunity for student participation in discussions.	3.37	1.13	-40		9	17	13	18	22	18	60	101	132	50
	75	The best way to get by in school is to figure out what the teacher wants and give it to him/her.	2.89	1.20	-38		12	13	32	7	15	52	88	115	69	37

Table 6 (Continued)
Item Statistics for Test 08-09

Sub Scale	Item	Scale Titles and Item Statements	$\bar{X}$	SD	r*	N	Number Responding to Each Alternative									
							Elementary					Secondary				
							1	2	3	4	5	1	2	3	4	5
57		Teacher Goals for Students														
	1	The teacher is mainly interested in whether students can "think" for themselves.	2.24	.92	-64	440	39	24	7	7	2	56	163	115	21	6
	5	The teacher is mainly interested in how many facts students can remember.	2.54	1.13	50		26	20	22	8	3	69	104	106	66	16
	11	The teacher is mainly interested in helping us to learn to "think" for ourselves.	2.27	1.03	-67		44	21	9	3	2	69	139	104	39	10
58		Negative Attitudes Toward Grades														
	52	It is important to get good grades if you want to go to college.	1.79	1.03	47	440	55	12	6	3	3	176	101	60	13	11
	63	Grades let you know how you are doing in school.	2.12	1.17	70		51	15	10	2	1	115	125	65	31	25
	64	Ideas students have in class are more important than grades.	2.94	1.19	-58		10	12	17	17	23	51	79	138	64	29
	76	Grades don't tell what you really know.	2.89	1.32	-67		12	8	16	12	31	73	80	110	62	36
59		Attitude Toward Competition														
	42	Competition is important because it helps you prepare for the real world.	2.47	1.18	-71	440	26	19	17	7	10	82	109	111	35	24
	43	Competition is important for motivation in school.	2.69	1.18	-74		21	11	26	9	12	61	98	126	49	27
	44	There is enough competition in life without having to practice it in school.	3.13	1.27	71		12	11	13	20	23	52	55	119	85	50
	45	You can't help others if you have to compete with them.	3.07	1.27	61		10	14	29	8	18	54	68	91	101	47

Table 6 (Continued)
Item Statistics for Test 08-09

Sub Scale	Item	Scale Titles and Item Statements	$\bar{X}$	SD	r*	N	Number Responding to Each Alternative: Elementary 1	Elementary 2	Elementary 3	Elementary 4	Elementary 5	Secondary 1	Secondary 2	Secondary 3	Secondary 4	Secondary 5
60		Opportunities to Work with Other Students														
	56	We often have class discussions where students have a chance to say something.	2.44	1.10	-61	440	41	22	9	5	2	50	137	109	43	22
	57	The teacher feels that learning to work with others is important.	2.36	1.07	-61		38	16	12	9	4	71	123	118	28	11
	58	There is little opportunity for student participation in discussion.	3.37	1.13	49		9	17	13	18	22	18	60	101	132	50
	59	Students participate actively in class discussions.	2.77	1.01	-54		20	21	27	9	2	32	92	148	73	16
	60	In our classes we learn more from each other than from books.	2.72	1.12	-50		12	15	30	15	7	58	98	124	60	21
	61	Groups seldom get anything done.	3.37	1.13	39		10	14	27	17	11	22	47	104	126	62
61		Teacher Competence														
	12	The teacher doesn't explain things very well.	3.42	1.17	62	440	11	3	8	16	41	27	48	114	129	43
	65	Most of the time the teacher really causes you to think.	2.67	1.05	-48		20	22	26	4	7	48	94	147	57	15
	71	Time really flies by quickly in class.	3.13	1.20	-59		14	14	24	10	17	34	63	134	75	55
	72	The teacher really knows the subjects he/she teaches.	2.25	1.05	-69		26	27	13	8	5	87	147	89	25	13
	73	The teacher makes good use of "jokes" or comical situations.	2.78	1.14	-65		15	24	22	10	8	44	104	120	63	30
	74	The teacher is boring.	3.20	1.24	70		10	8	13	11	37	48	51	119	109	34

Table 6 (Continued)
Item Statistics for Test 08-09

Sub Scale	Item	Scale Titles and Item Statements	$\bar{X}$	SD	r*	N	Number Responding to Each Alternative									
							Elementary					Secondary				
							1	2	3	4	5	1	2	3	4	5
62		Student Freedom & Responsibility														
	28	Students feel free to disagree with the teacher.	2.48	1.18	-51	440	15	23	23	6	12	85	125	81	50	20
	33	The teacher allows us to grade our own work.	3.34	1.20	-54		16	19	25	8	11	18	49	124	85	85
	36	The teacher supports students who speak up openly and freely in the class.	2.69	1.09	-55		12	23	21	10	13	59	110	134	50	17
	37	The teacher often has us decide how well we have done with some activity or plan.	2.76	1.26	18		17	15	26	11	10	28	98	122	81	32
	54	The teacher lets students do homework assignments or exercises in small groups.	2.76	1.21	-58		19	22	20	9	9	44	120	109	42	46
	55	When there is work to be done with another student we can usually choose our own partners.	2.37	1.03	-48		18	27	18	8	8	61	170	89	26	15
63		Emphasis on Outside Learning														
	68	We never spend class time learning things outside the school.	3.08	1.25	68	440	9	16	16	15	23	46	79	103	88	45
	69	The teacher encourages us to find things we are interested in the library or outside school.	2.91	1.16	-63		21	20	16	14	8	37	84	122	85	33
	70	Our class takes field trips.	3.45	1.36	-71		24	4	3	15	33	30	53	95	83	100

Table 6 (Continued)
Item Statistics for Test 08-09

Sub Scale	Item	Scale Titles and Item Statements	$\bar{X}$	SD	r*	N	Number Responding to Each Alternative									
							Elementary					Secondary				
							1	2	3	4	5	1	2	3	4	5
64		Teacher Understanding, Patience, & Interest														
	18	The teacher is very patient in explaining things to students.	2.69	1.11	-71	440	24	19	15	7	14	44	106	136	60	15
	19	The teacher takes a personal interest in kids.	2.68	1.06	-67		22	18	26	8	5	40	108	142	50	21
	20	The teacher understands kids fairly well.	2.64	1.08	-67		29	21	17	4	3	33	126	131	48	23
	21	The teacher is interested in having students enjoy school.	2.47	1.17	-75		48	11	12	6	2	63	109	114	50	25
	22	The teacher is patient.	2.85	1.11	-77		17	22	21	8	11	34	93	139	67	28

Table 7
Item Statistics for Test 10

Sub Scale	Item	Scale Titles and Item Statements	$\bar{X}$	SD	r*	N	Number Responding to Each Alternative									
							Elementary					Secondary				
							1	2	3	4	5	1	2	3	4	5
65		Student Responsibility Regarding School Rules														
	35	Students should help make and enforce school and classroom rules.	2.16	1.03	78	565						175	197	137	41	15
	36	A student should abide by the school and classroom rules or try to have them changed.	2.15	1.04	79							175	206	131	32	21
	37	The student should help make the school and classroom a more pleasant place for everyone.	1.86	.93	74							247	187	104	19	8
66		Student Discipline and Control														
	10	Students tend to be lazy and will not work without set assignments, direction and control by the teacher.	2.80	1.20	-59	565						90	146	174	98	57
	15	Most of the problems in today's schools are the result of lack of discipline and control by teachers and principals.	3.21	1.18	-69							52	103	172	150	88
	16	Most of the problems in today's schools are mainly due to the hippie culture and too much permissiveness in our society.	3.59	1.27	-69							47	69	134	136	179
	53	The teacher should make the rules and enforce them in class.	3.18	1.20	-64							55	102	194	115	99
67		Curriculum Based on Students' Needs and Interests														
	3	The main purpose of education should be to help each student develop his own abilities and identify his own interests and goals in life.	1.62	.82	-48	565						311	180	54	16	4
	5	The main purpose of education should be to help each person prepare for his own life and work.	1.63	.82	-45							307	185	53	17	3
		(Continued)														

Table 7 (Continued)
Item Statistics for Test 10

Sub Scale	Item	Scale Titles and Item Statements	$\overline{X}$	SD	r*	N	Number Responding to Each Alternative									
							Elementary					Secondary				
							1	2	3	4	5	1	2	3	4	5
67		(Continued)														
	6	It is more important for students to learn about themselves in school - their interests, abilities, values, beliefs, etc. - than it is to learn about school subjects.	2.58	1.10	-60	565						112	149	192	87	25
	11	What a student does in school should be based primarily on his own interests and what he feels he needs.	2.43	1.08	-55							124	192	148	86	14
	12	Learning activities should be based more on experiences of the student than on chapters in textbooks.	2.52	1.05	-56							110	162	201	74	18
	19	Students should learn to identify their own learning needs, set their own goals, and develop their own plans.	1.78	.84	-52							254	199	98	11	3
	30	Students should identify their own interests, values, and abilities as a basis for deciding what is important in school.	2.02	.89	-53							178	232	127	21	7
68		Student Initiative and Independence														
	21	A student should seek help when he needs it and not wait for the teacher to come around.	1.84	.92	-61	565						249	192	94	25	5
	26	Students should learn to think for themselves and solve their own problems.	1.80	.88	-56							255	191	98	16	5
	34	Students should learn to use the library and other resources to find information and solve problems and not depend on the teacher as the main resource.	1.95	.98	-62							219	216	82	37	11
	38	A student should assume the responsibility for his own work in independent activities.	1.85	.89	-71							233	212	100	11	9
		(Continued)														

Table 7 (Continued)
Item Statistics for Test 10

Sub Scale	Item	Scale Titles and Item Statements	$\bar{X}$	SD	r*	N	Number Responding to Each Alternative									
							Elementary					Secondary				
							1	2	3	4	5	1	2	3	4	5
68		(Continued)														
	39	Students should learn to evaluate themselves and their own progress.	1.99	.93	-68	565						196	222	113	26	8
	52	The teacher should involve the student in evaluating his own progress against his own goals.	2.28	.98	-58							132	210	169	41	13
69		Curriculum Based on Learning to Solve Real-Life Problems														
	2	It is more important to learn how to identify and solve real life problems than it is to master subject matter.	2.37	.97	-57	565						116	195	200	38	16
	4	Problems with one right answer are not nearly as important to study in school as problems for which no one knows the best solution.	2.64	.95	-48							75	149	262	60	19
	9	Reading and listening to lectures are not nearly as important as learning to solve problems and think for yourself.	2.42	1.09	-57							128	186	158	71	22
	17	Most problems in school are due to student boredom and the feeling that what is being taught has little meaning or relevance.	2.36	1.06	-57							130	203	155	54	23
	18	The focus in school should be on exploration, discovery for oneself, and problem-solving, rather than on remembering what the teacher and textbook say.	2.33	.97	-61							127	192	188	50	8

Table 7 (Continued)
Item Statistics for Test 10

Sub Scale	Item	Scale Titles and Item Statements	$\bar{X}$	SD	r*	N	Number Responding to Each Alternative									
							Elementary					Secondary				
							1	2	3	4	5	1	2	3	4	5
70		Competition and Desire to Succeed														
	33	Students should learn to compete for grades, in preparation for more difficult work in later years.	2.79	1.25	-75	565						117	141	136	88	83
	42	A student should try to understand what the teacher wants so that he can do well on tests and assignments.	2.12	1.08	-68							192	197	118	34	24
	43	A teacher should identify the goals for the class and communicate them to the students.	2.20	1.02	-56							156	215	140	34	20
	51	The teacher should grade the student's work so that he will know how he is doing in relation to the other students.	2.64	1.28	-67							127	153	147	73	65
71		Agreement with Traditional Classroom Values														
	13	Noisy classrooms interfere with learning.	2.23	1.25	-58	565						219	130	125	49	42
	20	Students should learn to listen to the teacher and take good notes.	2.34	1.05	-67							139	181	174	53	18
	22	A student should do his own work and not get help from other students.	2.84	1.28	-62							99	138	155	98	75
	23	The student should not question the importance of lessons assigned by the teacher, but should try to find out why they are important.	2.64	1.18	-65							108	158	177	72	50
	24	A student should work hard and try to become interested in every class he takes.	2.23	1.09	-69							172	179	147	44	23
	25	A student should try to do his best in everything he does in school.	1.77	.94	-68							285	159	100	9	12
	28	Students should complete assignments on time.	2.21	1.04	-67							168	190	144	48	15

Table 7 (Continued)
Item Statistics for Test 10

Sub Scale	Item	Scale Titles and Item Statements	$\bar{X}$	SD	r*	N	Number Responding to Each Alternative									
							Elementary					Secondary				
							1	2	3	4	5	1	2	3	4	5
72		Questioning, Exploring Orientation														
	29	Students should question facts or information they feel might be incorrect and not rely on what the teacher or textbook says.	2.07	1.09	-67	565						215	176	111	44	19
	40	Students should explore areas that are new to them and not spend all their time on things they already know they are interested in.	2.30	1.12	-70							158	184	144	51	28
	41	A student should question his own beliefs and values as he learns more about the world and other people's ideas.	2.14	.99	-66							173	198	148	34	12
73		Teacher Support of Independent Activities														
	1	It is the teacher's responsibility to decide what is more important for students to learn - students haven't had enough experience to know.	3.18	1.15	58	565						41	122	185	129	88
	8	It is more important to spend time in school learning the knowledge and understanding man has gained throughout the past than on current interests of students.	3.16	1.05	59							34	111	211	148	61
	47	The teachers should support students who wish to work alone on projects or activities following their own interests.	1.91	.89	-51							214	219	108	17	7
	49	The teacher should give the student a lot of freedom to work on what he wants to and at his own speed.	2.26	1.06	-59							168	160	172	51	14
	50	The teacher should require all students to do the same thing so that some will not miss out on things that are important.	3.02	1.19	62							61	134	185	105	80

Table 7 (Continued)
Item Statistics for Test 10

Sub Scale	Item	Scale Titles and Item Statements	$\bar{X}$	SD	r*	N	Number Responding to Each Alternative									
							Elementary					Secondary				
							1	2	3	4	5	1	2	3	4	5
74		Curriculum Based on Society's Needs and Problems														
	31	Students should learn to identify the serious problems in the world and the needs of society as a basis for deciding what is important in school.	2.40	.98	-66	565						109	201	192	48	15
	32	Students should learn to solve problems, practicing on problems in the school classroom and community.	2.15	.88	-70							131	261	139	26	8
	44	The teacher should work with each student in identifying goals that are important for him based on his needs society's needs.	2.14	.92	-65							160	208	164	27	6
	46	The teacher should identify realistic, challenging problems with no one right answer to prepare students for the kinds of problems they will face outside school.	2.14	.98	-65							170	204	145	36	10
75		Learning to Work Together														
	7	A main goal of education should be to help students to learn to get along well and work together.	2.29	.97	-70	565						118	240	149	43	15
	27	Students should learn how to work together effectively.	1.70	.88	-74							291	182	68	18	6
	48	The teacher should plan activities to allow students to work together in small groups.	2.06	.95	-69							183	210	136	26	10

Table 8
Item Statistics for Test 11

Sub Scale	Item	Scale Titles and Item Statements	$\overline{X}$	SD	r*	N	Number Responding to Each Alternative									
							Elementary					Secondary				
							1	2	3	4	5	1	2	3	4	5
76		Self Esteem														
	13	If people really knew me, I don't see how they could like me.	3.75	1.26	69	977	58	47	92	94	171	22	37	107	159	190
	23	I doubt that I will ever amount to anything.	3.97	1.23	64		38	43	99	82	200	24	27	75	118	271
	30	There are lots of things about myself I would change if I could.	2.31	1.25	56		185	101	97	48	31	160	132	123	62	38
	36	I like myself the way I am.	2.31	1.23	-61		181	118	84	37	42	135	164	125	60	31
77		Energy Level														
	3	I have a lot of energy.	2.13	1.04	-66	977	177	139	92	28	26	130	225	123	25	12
	9	I like to take things slow and easy.	2.67	1.21	62		100	114	139	51	58	90	143	175	66	41
	14	I get tired easily.	3.42	1.33	74		84	60	78	99	141	38	64	135	159	119
78		Emotional Control														
	2	I am usually calm and not easily upset.	2.71	1.08	-59	977	63	146	148	56	49	45	200	172	67	31
	5	I usually don't let things bother me.	2.74	1.22	-57		91	131	112	59	69	71	164	156	82	42
	7	I lose my temper easily.	3.13	1.36	59		95	78	87	91	111	68	94	126	146	81
	10	I don't take things very hard.	2.85	1.17	-41		89	104	143	60	66	49	127	204	97	38
	11	I get upset easily.	3.17	1.31	66		85	78	98	92	109	55	87	153	142	78
	12	I control my feelings very well.	2.61	1.08	-56		92	150	131	50	39	61	171	189	73	21
	19	I am a very nervous person.	3.61	1.31	43		47	52	95	102	166	47	56	113	136	163
	26	Sometimes I feel like smashing things.	2.61	1.41	45		170	74	95	59	64	136	113	98	102	66
	27	I find it easy to relax.	2.51	1.22	-44		122	105	126	45	64	116	178	136	60	25
	28	I am a moody person.	3.11	1.27	43		61	71	149	74	107	68	92	187	92	76
	32	Self-control is no problem with me.	2.72	1.17	-48		80	113	152	52	65	82	147	188	65	33

Table 8 (Continued)
Item Statistics for Test 11

Sub Scale	Item	Scale Titles and Item Statements	$\bar{X}$	SD	r*	N	Number Responding to Each Alternative									
							Elementary					Secondary				
							1	2	3	4	5	1	2	3	4	5
79		Sensitivity to Being Talked About or Criticized														
	15	Criticism or scolding really hurts me.	3.01	1.28	-70	977	100	68	151	60	83	57	96	181	101	80
	21	I often become upset and angry when something bothers me.	2.73	1.27	-72		122	89	113	80	58	87	134	163	85	46
	34	It bothers me a lot when I hear that someone is talking about me.	2.51	1.27	-74		152	106	108	48	48	115	144	138	73	45
80		Resilience - Recovery from Emotional Upset														
	22	It takes me a long time to get over it when my feelings are hurt.	3.37	1.31	63	977	81	51	110	98	122	45	62	138	159	111
	37	I can't stay angry very long	2.29	1.27	-70		158	113	100	37	54	180	159	98	43	35
	39	I don't stay upset very long when I make a mistake.	2.29	1.14	-60		168	137	89	28	40	112	195	142	46	20
	44	When something upsets me, I get over it quickly.	2.71	1.17	-71		95	101	164	50	52	83	127	196	73	36
81		Self-Confidence and Self - Assurance														
	1	If a person tries hard enough, he will reach his goals in life.	1.58	.82	-25	977	299	108	41	1	13	306	161	38	5	5
	3	I have a lot of energy.	2.13	1.04	-33		177	139	92	28	26	130	225	123	25	12
	6	I take care of my own problems.	2.27	1.05	-28		121	158	115	41	27	127	207	136	34	11
	8	I expect things to turn out all right for me in the future.	2.31	1.17	-34		134	124	119	42	43	153	181	126	30	25
	11	I get upset easily.	3.17	1.31	48		85	78	98	92	109	55	87	153	142	78
	13	If people really knew me, I don't see how they could like me.	3.75	1.26	47		58	47	92	94	171	22	37	107	159	190
	16	Life is full of disappointments.	2.94	1.39	33		113	66	115	73	95	101	82	157	92	83
	20	I avoid facing problems as long as possible in hopes that they will go away.	3.11	1.33	30		92	90	130	65	85	56	81	146	106	116
		(Continued)														

Table 8 (Continued)
Item Statistics for **Test** 11

Sub Scale	Item	Scale Titles and Item Statements	$\bar{X}$	SD	r*	N	Number Responding to Each Alternative									
							Elementary					Secondary				
							1	2	3	4	5	1	2	3	4	5
81		(Continued)														
	22	It takes me a long time to get over it when my feelings are hurt.	3.37	1.31	47	977	81	51	110	98	122	45	62	138	159	111
	23	I doubt that I will ever amount to anything.	3.97	1.23	54		38	43	99	82	200	24	27	75	118	271
	24	I believe in facing personal problems directly.	2.46	1.14	-37		127	95	145	56	39	120	152	189	32	22
	25	Life has been good to me.	2.20	1.21	-51		160	124	102	29	47	202	136	118	34	25
	27	I find it easy to relax.	2.51	1.22	-43		122	105	126	45	64	116	178	136	60	25
	29	I have a good idea of why my strengths and weaknesses are.	2.17	1.05	-36		171	138	96	30	27	143	232	102	26	12
	32	Self-control is no problem with me.	2.72	1.17	-40		80	113	152	52	65	82	147	188	65	33
	33	I consider failure to be a learning experience.	2.61	1.33	-26		116	104	114	53	75	132	143	135	49	56
	37	I can't stay angry very long.	2.29	1.27	-48		158	113	100	37	[illegible]	180	159	98	43	35
	39	I don't stay upset very long when I make a mistake.	2.29	1.14	-37		168	137	89	28	40	112	195	142	46	20
	42	I become discouraged rather easily.	3.29	1.14	47		39	74	157	97	95	31	77	188	146	73
	43	When I have a new idea, I keep it to myself.	3.23	1.24	23		65	82	137	90	88	42	79	152	145	97
	44	When something upsets me, I get over it quickly.	2.71	1.17	-51		95	101	164	50	52	83	127	196	73	36
82		Sense of Well-Being														
	14	I get tired easily.	3.42	1.33	44	977	84	60	78	99	141	38	64	135	159	119
	16	Life is full of disappointments.	2.94	1.39	54		113	66	115	73	95	101	82	157	92	83
	26	Sometimes I feel like smashing things.	2.61	1.41	53		170	74	95	59	64	136	113	98	102	66
	31	I often feel so down-in-the-dumps that nothing could cheer me up.	3.25	1.41	61		98	63	103	88	110	66	77	103	135	134
	35	I have a lot of problems.	3.29	1.28	61		74	66	122	99	101	48	66	146	149	106
	38	I sometimes wonder what life is all about.	2.64	1.24	48		116	108	128	54	56	98	141	164	64	48
	40	I worry about little things.	3.13	1.32	55		68	81	117	72	114	78	93	138	132	74
	42	I become discouraged rather easily.	3.29	1.14	56		39	74	157	97	95	31	77	188	146	73

Table 8 (Continued)
Item Statistics for Test 11

Sub Scale	Item	Scale Titles and Item Statements	$\bar{X}$	SD	r*	N	Number Responding to Each Alternative									
							Elementary					Secondary				
							1	2	3	4	5	1	2	3	4	5
83		Positive, Optimistic Attitude Toward Life														
	8	I expect things to turn out all right for me in the future.	2.31	1.17	-65	977	134	124	119	42	43	153	181	126	30	25
	25	Life has been good to me.	2.20	1.21	-76		160	124	102	29	47	202	136	118	34	25
	[illegible]	I find life exciting and full of fun.	2.06	1.05	-73		187	105	128	17	25	181	180	125	20	9
84		Self-Understanding														
	4	I seem to be either very happy or very sad.	2.84	1.23	53	977	101	111	138	55	57	64	108	187	91	65
	17	I have some bad habits I would like to break.	2.06	1.25	48		241	90	65	25	41	208	144	83	49	31
	18	Sometimes I feel I really don't understand myself.	2.91	1.30	67		94	99	128	58	83	76	112	155	101	71
	35	I have a lot of problems.	3.29	1.28	58		74	66	122	99	101	48	66	146	149	106
	38	I sometimes wonder what life is all about.	2.64	1.24	56		116	108	128	54	56	98	141	164	64	48

Table 9
Item Statistics for Test 12

Sub Scale	Item	Scale Titles and Item Statements	$\bar{X}$	SD	r*	N	Number Responding to Each Alternative									
							Elementary					Secondary				
							1	2	3	4	5	1	2	3	4	5
85		Flexibility & Adaptability														
	12	I can be myself in situations that require very different behavior.	2.60	1.09	-51	802	61	59	88	31	29	81	168	211	50	24
	17	It is easy for me to change my way of doing something if I find a better way.	2.18	1.12	-52		111	59	58	22	18	161	190	127	36	20
	22	I try to change when I know I am doing something wrong.	1.89	1.05	-52		139	74	31	5	19	215	202	78	23	16
	30	I try to see things the way other people see them.	2.50	1.15	-47		70	66	68	31	33	95	201	164	45	29
	31	I am willing to take a chance if I think I might succeed.	1.94	.98	-57		119	81	38	16	14	190	226	92	19	7
	33	I adapt readily to different situations.	2.64	.98	-46		30	73	112	26	27	62	190	222	42	18
	35	I like to try new things.	1.86	1.02	-55		160	51	34	9	14	206	211	86	15	16
	45	I am interested in the ideas and opinions of others.	2.12	1.10	-54		101	60	72	19	16	186	188	116	23	21
86		Impulsiveness														
	2	Sometimes I am too careless.	2.67	1.08	-56	802	52	71	99	27	19	77	147	182	107	21
	7	I often do stupid things.	2.83	1.21	-63		54	44	80	47	43	84	124	186	102	38
	18	I sometimes do things I later regret.	2.08	1.11	-56		97	70	69	15	17	220	148	107	49	10
	21	I feel restless most of the time.	3.22	1.25	-57		58	33	78	50	49	45	76	164	156	93
	26	I do things without thinking.	3.11	1.16	-64		40	35	87	63	43	49	99	191	140	55
	42	I am inclined to make hurried and snap judgments.	3.14	1.00	-41		26	32	113	53	44	24	93	257	123	37
87		Willingness to Risk														
	23	I don't like to start anything unless I have a pretty good idea how it will turn out.	2.50	1.21	63	802	90	66	57	32	23	116	152	151	81	34
	37	I don't like to take chances.	3.24	1.17	54		35	53	76	47	57	30	92	189	141	82
	39	Games are not much fun if you lose.	3.70	1.28	67		31	22	51	57	107	39	56	111	146	182

Table 9 (Continued)
Item Statistics for Test 12

Sub Scale	Item	Scale Titles and Item Statements	$\bar{X}$	SD	r*	N	Number Responding to Each Alternative									
							Elementary					Secondary				
							1	2	3	4	5	1	2	3	4	5
88		Prejudice/Conservatism														
	8	I prefer friends who think much the same way I do.	2.52	1.35	-65	802	91	44	57	27	49	154	130	144	54	52
	20	I avoid people whose beliefs and values are different from mine.	3.70	1.24	-66		40	25	65	51	87	18	50	132	140	194
	29	If I were an employer, I would not hire a youth with long hair.	3.77	1.32	-66		31	43	76	29	89	33	39	103	97	262
89		Compulsiveness														
	32	It bothers me when things are not neat and orderly.	2.50	1.16	-64	802	82	62	72	23	29	107	156	175	74	22
	36	I am a serious person.	2.82	1.03	-63		37	71	105	35	20	44	137	244	68	41
	41	It bothers me when someone interrupts my routine.	2.79	1.16	-66		77	54	84	24	29	60	106	231	94	43
90		Carefree/Recklessness														
	24	When I get bored I like to stir up some excitement.	2.35	1.21	-61	802	96	59	66	18	29	152	156	139	57	30
	34	I live for the moment and don't worry about the future.	3.30	1.32	-65		47	51	59	46	65	53	75	146	133	127
	40	I often get into trouble.	3.29	1.25	-68		39	39	73	64	53	47	90	143	148	106
91		Happiness/Cheerfulness														
	14	I wish I could be as happy as others seem to be.	2.82	1.40	84	802	86	46	59	23	54	104	113	139	89	89
	25	I am a cheerful person.	2.41	.99	-64		42	89	99	14	24	91	236	166	23	18

Table 9 (Continued)
Item Statistics for Test 12

Sub Scale	Item	Scale Titles and Item Statements	$\bar{X}$	SD	r*	N	Number Responding to Each Alternative									
							Elementary					Secondary				
							1	2	3	4	5	1	2	3	4	5
92		Submissiveness/Compliance														
	16	I am a different person, depending on the group I am with.	2.94	1.45	-81	802	92	45	51	39	41	99	94	111	111	119
	28	I feel that I can't be myself, I have to be what people expect me to be.	3.56	1.36	-78		50	36	57	42	83	38	63	109	129	195

Table 10
Item Statistics for Test 13

Sub Scale	Item	Scale Titles and Item Statements	$\bar{X}$	SD	r*	N	Number Responding to Each Alternative: Elementary 1	2	3	4	5	Secondary 1	2	3	4	5
93		Confidence in Personal Value & Belief System														
	5	I wait to see what others feel about something before I take a stand.	2.96	1.17	43	810	30	28	57	14	14	60	179	204	138	86
	6	I'm having trouble deciding what is important in life.	3.13	1.26	56		19	30	40	26	28	77	140	173	167	110
	9	I know where I am going in life.	2.95	1.14	-39		22	34	46	23	18	69	156	234	142	66
	10	I let people know where I stand on things that are important to me.	2.30	1.10	-37		42	36	34	16	15	175	252	157	59	24
	13	I have trouble deciding what is right.	3.48	1.16	58		18	25	42	28	30	38	78	172	238	141
	17	I change my opinion easily if someone argues with me.	3.67	1.16	50		12	19	30	37	45	37	66	142	245	177
	21	I don't trust my own feelings, because they are too often wrong.	3.68	1.15	57		12	19	34	30	48	36	61	151	240	179
	26	I don't know what I believe in.	3.62	1.23	60		11	17	40	21	54	42	87	157	182	199
	28	I feel I have a pretty good understanding of what life is all about.	2.39	1.01	-41		36	57	31	9	10	110	281	195	56	25
	31	I am always questioning why things have to be the way they are.	2.69	1.16	33		29	27	36	28	23	120	174	234	103	35
	35	It is hard to live up to the standards I have set for myself.	3.07	1.15	43		23	25	55	25	15	60	142	215	168	82
	38	I often wonder if I am doing the right thing.	2.56	1.12	50		45	42	28	22	6	105	224	205	92	41
94		Verbal & Communication Skills														
	29	I can't express my ideas very well.	3.13	1.14	75	810	24	33	36	28	22	49	130	219	192	77
	32	I envy people who find it easy to carry on a conversation.	3.09	1.28	80		17	21	45	25	35	93	133	197	137	107

Table 10 (Continued)
Item Statistics for Test 13

Sub Scale	Item	Scale Titles and Item Statements	$\bar{X}$	SD	r*	N	Number Responding to Each Alternative									
							Elementary					Secondary				
							1	2	3	4	5	1	2	3	4	5
95		Interest in Creative Problem-Solving														
	7	I like to fool around with new ideas even if they turn out to be a waste of time.	2.51	1.16	-49	810	29	34	34	16	30	144	232	174	92	25
	18	If something isn't easy to understand, I don't like to think about it.	3.40	1.20	59		19	16	36	36	36	59	73	202	205	128
	22	I prefer simple problems with one right answer.	2.89	1.12	57		24	36	37	27	19	74	151	264	124	54
	25	I try to think of many different solutions to problems.	2.39	1.04	-56		45	43	36	11	8	131	237	215	60	24
96		Aesthetic Sensitivity & Appreciation														
	20	I enjoy things like art, music, dance and poetry.	2.41	1.30	-84	810	73	23	25	12	10	196	164	161	80	66
	23	I see a lot of beauty in nature.	1.67	.96	-54		92	23	22	4	2	380	172	75	26	14
	33	I don't get much enjoyment from things other people think are beautiful.	3.53	1.15	26		17	21	34	31	40	35	62	204	220	145
	40	I am talented in art, music, dance or poetry.	2.88	1.28	-78		43	32	36	16	16	97	146	213	108	103
97		Self-Confidence as a Learner														
	4	I am not very smart.	3.43	1.10	66	8.0	12	18	39	31	43	34	84	230	209	110
	8	I have a good memory.	2.56	1.06	-58		37	51	38	11	6	86	251	201	91	38
	14	I am a plain and simple person.	2.76	1.17	52		49	34	32	19	9	83	170	233	121	60
	27	I am a fast learner.	2.59	1.03	-64		36	51	32	12	12	81	227	245	87	27

Table 10 (Continued)
Item Statistics for Test 13

Sub Scale	Item	Scale Titles and Item Statements	$\overline{X}$	SD	r*	N	Number Responding to Each Alternative									
							Elementary					Secondary				
							1	2	3	4	5	1	2	3	4	5
98		Independence & Positive Self-Regard														
	1	I always try to do the right thing.	1.86	.81	-31	810	78	45	17	1	2	217	218	112	14	6
	2	I try to look at things in a different way from the way everybody else does.	2.94	1.05	-24		14	36	49	23	21	55	160	282	123	47
	8	I have a good memory.	2.56	1.06	-41		37	51	38	11	6	86	251	201	91	38
	9	I know where I am going in life.	2.95	1.14	-43		22	34	46	23	18	69	156	234	142	66
	10	I let people know where I stand on things that are important to me.	2.30	1.10	-45		42	36	34	16	15	175	252	157	59	24
	11	I feel that I have a very deep understanding of things.	2.63	.93	-49		18	49	52	15	9	70	215	293	67	20
	16	I have strong beliefs that I will defend in any situation.	2.43	1.03	-41		41	30	54	6	12	131	214	253	45	24
	19	I am a creative person.	2.71	1.07	-55		30	43	41	18	11	82	188	263	91	43
	20	I enjoy things like art, music, dance, and poetry.	2.41	1.30	-51		73	23	25	12	10	196	164	161	80	66
	23	I see a lot of beauty in nature.	1.67	.96	-43		92	23	22	4	2	380	172	75	26	14
	25	I try to think of many different solutions to problems.	2.39	1.04	-50		45	43	36	11	8	131	237	215	60	24
	27	I am a fast learner.	2.59	1.03	-47		36	51	32	12	12	81	227	245	87	27
	28	I feel I have a pretty good understanding of what life is all about.	2.39	1.01	-54		36	57	31	9	10	110	281	193	56	25
	30	I have a lot of good ideas.	2.66	1.02	-52		29	29	55	16	14	83	200	280	76	28
	36	I will risk being rejected by my friends to do or say what I believe is right.	2.50	1.19	-35		50	29	44	10	10	151	189	198	76	53
	37	I am a good judge of people.	3.03	1.04	-38		12	27	52	29	23	43	148	298	118	60
	40	I am talented in art, music, dance, or poetry.	2.88	1.28	-52		43	32	36	16	16	97	146	213	108	103
99		Creativity														
	12	I can't find anything interesting to do with my spare time.	3.78	1.22	62	810	13	19	20	30	61	40	67	112	224	224
	15	I don't have many good ideas.	3.47	1.12	67		18	20	46	28	31	29	87	189	233	129
	19	I am a creative person.	2.71	1.07	-66		30	43	41	18	11	82	188	263	91	43
	30	I have a lot of good ideas.	2.66	1.02	-70		29	29	55	16	14	83	200	280	76	28

Table 11
Item Statistics for Test 14

Sub Scale	Item	Scale Titles and Item Statements	X̄	SD	r*	N	Number Responding to Each Alternative: Elementary 1	Elementary 2	Elementary 3	Elementary 4	Elementary 5	Secondary 1	Secondary 2	Secondary 3	Secondary 4	Secondary 5
100		Conscientiousness and Pride in Work														
	1	I plan my work very carefully.	2.37	.92	-59	1245	114	143	127	17	10	100	352	302	60	21
	4	I do most things well.	2.33	.92	-60		114	158	97	28	14	113	359	299	50	14
	18	It is important to me to do a good job on anything I start.	1.91	1.02	-64		229	84	61	15	22	320	303	162	35	15
	19	I am proud of the way I do my work.	2.32	1.04	-72		140	115	102	27	27	159	324	269	60	23
	21	I try to be careful about my work.	1.92	.96	-68		229	94	58	14	16	259	385	150	21	20
	23	I'm a hard worker.	2.45	1.01	-68		96	122	127	30	36	120	336	288	72	19
101		Task Application and Diligence														
	2	I give up easily if I don't understand something.	3.51	1.19	58	1245	31	58	68	100	154	49	136	208	301	141
	6	I like easy tasks better than hard ones	2.64	1.20	51		110	74	127	43	57	174	179	320	113	49
	9	I have trouble organizing my time.	3.16	1.21	51		55	69	125	66	96	82	145	278	227	103
	10	I get bored very easily with most things I start.	3.45	1.20	58		54	45	99	78	135	58	100	227	319	131
	12	I find it hard to get interested in many things.	3.38	1.22	60		67	55	89	72	128	43	131	211	324	121
	13	I cannot stick with one task for very long.	3.42	1.19	57		56	56	89	95	115	48	116	213	331	127
	17	I sometimes have difficulty getting started on a task.	2.83	1.14	50		80	96	118	58	59	74	255	285	164	54
	20	It is hard for me to keep working unless someone keeps after me.	3.67	1.22	58		53	37	77	85	159	45	82	175	321	212
	24	I would rather do things I enjoy than learn new things.	3.35	1.18	49		51	51	106	74	129	58	97	333	224	123
	25	I don't like difficult problems.	3.11	1.21	56		76	57	111	66	100	77	144	313	218	83
	26	I don't like to think.	3.94	1.20	49		44	33	62	60	212	37	49	139	289	321

Table 11 (Continued)
Item Statistics for Test 14

Sub Scale	Item	Scale Titles and Item Statements	X̄	SD	r*	N	Number Responding to Each Alternative									
							Elementary					Secondary				
							1	2	3	4	5	1	2	3	4	5
102		Ambition and Desire to Succeed														
	2	I give up easily if I don't understand something.	3.51	1.19	45	1245	31	58	68	100	154	49	136	208	301	141
	7	Some day I would like to be an important person.	2.06	1.15	-44		223	75	62	21	30	301	247	193	68	26
	8	I can get lost in a task or project I really enjoy.	2.53	1.34	-33		91	92	86	53	89	258	245	173	95	64
	11	I like jobs which give me responsibility.	2.00	1.02	-50		216	84	68	21	22	264	327	197	29	18
	15	Being a success in life is not important to me.	3.89	1.34	55		59	41	61	37	213	57	67	117	200	394
	16	I am interested in lots of things.	1.65	.92	-48		261	76	45	15	14	455	261	90	17	12
	18	It is important to me to do a good job on anything I start.	1.91	1.02	-49		229	84	61	15	22					
	21	I try to be careful about my work.	1.92	.96	-52		229	94	58	14	16	259	385	150	21	20
	22	I don't like responsibility.	3.90	1.15	58		44	34	72	63	198	23	40	188	295	289
	26	I don't like to think.	3.94	1.20	53		44	33	62	60	212	37	49	139	289	321
	27	I stick with a job until I finish it.	2.29	1.06	-13		164	91	107	27	22	181	296	260	77	21
103		Cooperation and Helpfulness														
	5	I like to help with the work at home.	2.64	1.21	-67	1245	129	95	121	29	37	123	250	245	136	81
	14	I do things without being told several times.	2.60	1.14	-75		88	92	132	49	50	137	290	269	89	50

Table 12
Item Statistics for Test 15

Sub Scale	Item	Scale Titles and Item Statements	$\bar{X}$	SD	r*	N	Number Responding to Each Alternative									
							Elementary					Secondary				
							1	2	3	4	5	1	2	3	4	5
105		Self-Assertiveness														
	19	I stand up for my rights.	2.01	1.07	-61	956	243	124	100	22	27	146	159	103	23	8
	26	I let people know where I stand.	2.48	1.15	-64		140	131	149	44	52	85	137	156	46	15
	33	I don't let people push me around.	2.42	1.19	-69		161	138	119	55	43	86	166	105	61	21
	46	I am not the kind of person who can be pushed around.	2.67	1.21	-69		133	91	164	67	61	65	127	162	57	28
106		Internal vs. External Locus of Control and Evaluation														
	3	I feel that my whole life is controlled by other people.	3.68	1.28	44	956	53	46	102	100	215	28	53	103	132	123
	5	I would rather have people like me than do what I want to do.	2.86	1.40	35		165	87	134	44	86	65	64	134	91	85
	10	I am too easily influenced by my friends.	3.47	1.24	44		56	62	137	103	158	29	55	132	135	89
	11	I seldom get to do what I want to do.	3.28	1.20	42		73	75	172	91	105	23	55	137	161	63
	12	I depend on others' advice when making important decisions.	3.31	1.20	45		69	68	170	92	117	22	56	162	124	75
	13	Most people have little influence over the things that happen to them.	2.99	1.17	39		91	85	204	70	66	30	84	180	89	56
	14	I am too anxious to please others.	3.19	1.19	39		78	68	179	96	95	25	71	163	120	60
	17	If I didn't always have such bad luck, I would accomplish much more than I have.	3.38	1.38	55		98	73	115	89	141	42	52	108	123	114
	20	I have difficulty working without clear directions.	2.85	1.28	36		136	97	133	80	70	47	105	127	115	45
	22	I wish I could do more things without having people tell me what to do.	2.37	1.20	34		176	119	125	40	56	103	155	119	48	14
	23	I like to dress the way my friends do.	3.27	1.28	32		73	69	149	74	151	33	83	143	115	65
	35	My achievements don't mean much unless someone else appreciates them.	2.81	1.32	39		132	96	133	75	80	61	126	118	79	55
	40	I feel like I have to do what others do at school.	3.39	1.27	52		74	65	146	87	144	28	52	131	133	95
	43	Other kids get me in trouble.	3.23	1.26	47		97	70	152	103	94	24	61	137	132	85
	47	I give up too easily.	3.60	1.27	42		58	75	105	108	180	20	61	90	152	116
	50	I try hard to please other people.	2.31	1.11	32		198	139	113	43	23	69	157	146	48	19

Table 12 (Continued)
Item Statistics for Test 15

Sub Scale	Item	Scale Titles and Item Statements	$\bar{X}$	SD	r*	N	Number Responding to Each Alternative									
							Elementary					Secondary				
							1	2	3	4	5	1	2	3	4	5
107		Compliance and Conformity														
	21	I try to live by the rules and standards of society.	2.36	1.15	-67	956	183	146	119	30	38	71	152	150	39	27
	24	I am obedient at home and at school.	2.64	1.05	-63		87	159	191	43	36	44	147	162	62	24
	25	Kids who don't do what responsible adults tell them to do are troublemakers.	2.90	1.36	-68		172	98	112	67	67	33	69	147	100	90
	44	I usually do what is expected of me.	2.36	1.06	-58		140	174	135	33	34	69	182	136	39	13
108		Independence and Self-Sufficiency														
	1	I can figure things out for myself.	2.11	.90	-36	956	142	225	119	17	13	100	213	103	15	8
	2	Sometimes I can get more done when I work alone than when I work with someone.	2.01	1.11	-37		240	143	75	26	32	163	141	95	28	12
	4	I don't judge myself by others' standards.	2.62	1.31	-42		141	111	120	74	80	102	117	124	66	30
	7	I have difficulty making decisions.	3.11	1.20	25		80	113	172	89	62	27	69	121	153	69
	16	I do what I want to do, not what others expect of me.	3.22	1.25	-29		66	58	157	85	150	48	76	175	96	44
	18	I have different interests than most kids my age.	2.80	1.33	-31		149	100	123	64	80	64	89	132	108	46
	29	It doesn't bother me if other people don't like what I do.	2.58	1.25	-44		147	111	135	57	66	86	133	125	69	26
	32	I'm pretty sure of myself.	2.19	.99	-49		171	173	134	19	19	90	182	128	28	11
	34	I don't mind being different from other people.	2.29	1.20	-49		206	116	109	39	46	110	143	125	43	18
	36	I prefer to work things out for myself rather than to have someone else show me how.	2.57	1.14	-36		127	116	176	51	46	79	119	166	57	18
	38	I do well when I work alone.	2.17	1.07	-45		200	145	119	26	26	113	155	126	36	9
	42	I can do most things well.	2.30	.98	-47		150	169	144	31	22	66	186	152	30	5
	45	I lack self-confidence.	3.37	1.28	25		68	66	149	102	131	42	50	120	128	99
	48	I like to do things my own way.	2.49	1.15	-40		128	119	166	51	52	103	127	153	48	8
	49	I am generally sure of my ability.	2.25	1.01	-53		159	154	157	24	22	95	168	141	25	10
		(Continued)														

Table 12 (Continued)
Item Statistics for Test 15

Sub Scale	Item	Scale Titles and Item Statements	$\bar{X}$	SD	r*	N	Number Responding to Each Alternative									
							Elementary					Secondary				
							1	2	3	4	5	1	2	3	4	5
108		(Continued)														
	52	I pride myself on being an individual.	2.42	1.08	-42	956	115	128	190	43	40	111	142	150	26	10
	54	I feel that I am my own boss.	2.79	1.27	-42		119	95	132	79	91	68	117	156	69	29
	56	I can usually take care of myself.	1.81	.99	-46		284	114	82	17	19	185	163	62	14	5
109		Self-Depreciation & Self-Punishment														
	8	I don't understand why I do some of the things I do.	2.83	1.33	-56	956	130	103	126	83	74	74	94	119	92	60
	15	I fight too much.	3.71	1.30	-47		62	59	89	102	204	20	47	80	142	150
	28	I need to learn not to let people push me around.	2.48	1.38	-54		218	91	90	47	70	109	100	106	84	40
	31	I would like to be a better person.	2.04	1.23	-50		258	88	85	32	53	191	123	91	18	16
	37	I feel very bad when I do something wrong.	2.26	1.18	-43		224	121	92	43	36	97	145	135	40	22
	39	Some people think I argue too much.	3.11	1.25	-44		69	73	147	122	105	58	98	131	108	44
	41	I am often sorry for things I do.	2.54	1.23	-59		176	113	129	56	42	79	104	140	88	28
	53	I am often troubled by feelings of guilt.	2.87	1.24	-57		111	102	154	85	64	53	98	138	105	45
110		Ambition and Self-Determination														
	6	I would like to show people that I can make something of myself.	1.88	1.15	-74	956	276	97	73	24	46	210	145	61	14	9
	27	A person's future is more than a matter of luck.	2.07	1.22	-77		212	117	112	34	40	215	104	69	28	23
111		Traditional Social Values														
	1	I can figure things out for myself.	2.11	.90	-35	956	142	225	119	17	13	100	213	103	15	8
	2	Sometimes I can get more done when I work alone than when I work with someone.	2.01	1.11	-35		240	143	75	26	32	163	141	95	28	12
	6	I would like to show people that I can make something of myself.	1.88	1.15	-41		276	97	73	24	46	210	145	61	14	9
		(Continued)														

Table 12 (Continued)
Item Statistics for Test 15

Sub Scale	Item	Scale Titles and Item Statements	$\bar{X}$	SD	r*	N	Number Responding to Each Alternative									
							Elementary					Secondary				
							1	2	3	4	5	1	2	3	4	5
111		(Continued)														
	21	I try to live by the rules and standards of society.	2.36	1.15	-41	956	183	146	119	30	38	71	152	150	39	27
	24	I am obedient at home and at school.	2.64	1.05	-36		87	159	191	43	36	44	147	162	62	24
	26	I let people know where I stand.	2.48	1.15	-36		140	131	149	44	52	85	137	156	46	15
	27	A person's future is more than a matter of luck.	2.07	1.22	-40		212	117	112	35	40	215	104	69	28	23
	30	I am a trouble-maker.	3.90	1.22	-33		41	40	95	111	229	21	30	87	118	183
	37	I feel very bad when I do something wrong.	2.26	1.18	-38		224	121	92	43	36	97	145	135	40	22
	38	I do well when I work alone.	2.17	1.07	-50		200	145	119	26	26	113	155	126	36	9
	42	I can do most things well.	2.30	.98	-49		150	169	144	31	22	66	186	152	30	5
	44	I usually do what is expected of me.	2.36	1.27	-49		140	174	135	33	34	69	182	136	39	13
	47	I give up too easily.	3.60	1.27	-25		58	63	105	108	180	20	61	90	152	116
	48	I like to do things my own way.	2.49	1.15	-30		128	119	166	51	52	103	127	153	48	8
	49	I am generally sure of my ability.	2.25	1.01	-52		159	154	157	24	22	95	168	141	25	10
	50	I try hard to please other people.	2.31	1.11	-41		198	139	113	43	23	69	157	146	48	19
	52	I pride myself on being an individual.	2.42	1.08	-40		115	128	190	43	40	111	142	150	26	10
	55	I would like to have an important job with power and status.	2.53	1.24	-36		161	100	152	45	58	95	109	154	50	31
	56	I can usually take care of myself.	1.81	.99	-44		284	114	82	17	19	185	163	62	14	5

Table 13

Item Statistics for Test 16

Sub Scale	Item	Scale Titles and Item Statements	$\overline{X}$	SD	r*	N	Number Responding to Each Alternative: Elementary 1	2	3	4	5	Secondary 1	2	3	4	5
112		Interpersonal Effectiveness														
	1	I always try to understand the other person's point of view.	1.94	.85	-47	636	61	45	18	2	4	147	243	99	12	5
	3	I am a very supportive person.	2.53	1.01	-49		35	46	38	7	4	65	172	182	68	19
	4	I get into a lot of arguments.	3.30	1.19	29		20	15	27	38	30	45	76	136	181	68
	5	I always do my share of the work.	2.20	1.05	-50		62	29	30	4	5	123	202	121	42	18
	9	I get along well with most people.	1.97	.99	-52		60	43	17	5	5	170	224	67	31	14
	11	I am loyal to my friends.	1.91	.90	-52		62	45	15	3	5	167	238	79	12	10
	13	I encourage people to think for themselves.	2.42	1.15	-44		43	36	26	10	15	104	187	140	43	32
	20	I work well with others.	2.24	1.01	-56		51	41	19	10	9	103	224	135	28	16
	23	I always try to practice what I preach.	2.30	1.10	-42		58	36	23	5	8	112	184	142	43	25
	29	Most people trust me.	2.12	1.04	-59		58	41	18	5	8	133	226	103	22	22
	36	I am patient when I am explaining something to someone.	2.39	1.03	-45		43	48	29	6	4	85	193	153	56	19
	42	I listen to others even if I disagree with them.	2.15	1.02	-57		62	38	22	5	3	127	210	118	31	20
	45	I need to learn how to work better with others.	3.07	1.29	27		28	20	23	25	34	68	95	154	116	63
	59	I like to achieve, but not at the expense of others.	2.38	1.11	-43		39	36	40	7	8	128	143	162	49	24
	60	I gain a lot of personal satisfaction from working with other people.	2.20	1.12	-63		53	30	27	12	8	162	157	132	32	23
	62	It is important to me that people feel they can depend on me.	1.81	1.05	-54		82	24	16	3	5	249	140	78	21	18

Table 13 (Continued)
Item Statistics for Test 16

Sub Scale	Item	Scale Titles and Item Statements	$\bar{X}$	SD	r*	N	Number Responding to Each Alternative									
							Elementary					Secondary				
							1	2	3	4	5	1	2	3	4	5
113		Negative and Dysfunctional Social Responsiveness														
	7	I often say the wrong thing at the wrong time.	2.86	1.17	-45	636	28	27	28	24	23	70	109	182	116	29
	14	I don't like having to obey rules.	3.35	1.29	-50		10	14	17	24	65	58	82	157	118	91
	15	I am always doing something I have been told not to do.	3.47	1.18	-59		12	8	28	38	44	37	70	142	165	92
	16	Sometime I am not as honest as I should be.	2.82	1.14	-54		22	35	32	17	24	59	144	177	91	35
	19	I don't like people to disagree with me.	3.17	1.17	-41		19	21	38	20	32	41	90	187	122	66
	30	I sometimes cheat if I need to.	3.24	1.32	-62		15	16	16	22	61	69	90	141	128	78
	32	I usually get my own way.	3.29	1.12	-46		10	11	34	33	42	30	97	192	120	67
	34	I don't like to be told what to do.	2.54	1.18	-39		46	25	30	14	15	109	122	188	56	31
	40	I sometimes like to do things to get even with adults.	2.96	1.39	-60		34	20	25	12	39	94	99	135	96	82
	46	I don't always do what I say I will do.	2.85	1.19	-52		22	28	32	22	26	72	126	172	94	41
	49	I will protect a friend even if I know he is wrong.	2.88	1.22	-36		31	24	37	15	23	62	125	180	78	61
	50	I don't always tell the truth.	2.94	1.22	-57		26	16	29	31	28	70	120	154	119	43
	53	I don't like having to explain why I have done something wrong.	2.52	1.17	-40		38	25	35	16	16	108	151	164	52	31
	57	I usually make excuses when I make a mistake.	3.25	1.17	-49		18	17	35	28	32	40	78	185	130	73

Table 13 (Continued)
Item Statistics for Test 16

Sub Scale	Item	Scale Titles and Item Statements	$\overline{X}$	SD	r*	N	Number Responding to Each Alternative									
							Elementary					Secondary				
							1	2	3	4	5	1	2	3	4	5
114		Orientation Toward Direction and Control of Others														
	2	I like to be in charge of others.	3.15	1.22	-63	636	19	25	35	18	33	47	97	182	97	83
	10	I don't try to take over in a group.	2.51	1.27	39		51	28	23	11	17	120	143	130	68	45
	17	I like to be the leader in a group.	2.91	1.27	-63		40	35	23	11	21	61	120	143	117	65
	26	I like to give people advice.	2.61	1.14	-53		36	32	41	7	14	82	150	174	64	36
	56	I don't trust people to do what I tell them if I'm not arouhd to make sure they do.	3.21	1.21	-46		19	26	29	21	35	44	80	183	121	78
	58	I often tell people what they should do when they are having trouble making a decision.	2.77	1.06	-49		27	23	49	19	12	54	139	206	77	30
115		Sensitivity to Others Reactions														
	25	I am sensitive to people's reactions to me.	2.60	1.25	-61	636	28	26	37	18	21	117	148	137	58	46
	27	It bothers me when I don't know how others feel about me.	2.48	1.26	-67		46	25	33	12	14	135	129	142	56	44
	33	I become embarrassed when people tell me something they like about me.	2.66	1.27	-52		36	20	30	17	27	111	129	148	79	39
	44	When people say nice things about me, I have difficulty believing they really mean it.	2.77	1.22	-59		29	19	39	22	21	90	129	150	98	39
	48	I am very sensitive to criticism.	2.88	1.25	-61		33	22	34	20	21	72	122	157	94	61
	51	I wish I knew how others felt about me.	2.26	1.28	-69		64	29	18	9	10	174	124	122	40	46
116		Openness to Giving and Receiving Feedback														
	22	A person should ask others to tell him what they really think of his work.	2.60	1.21	-51	636	31	24	35	18	22	111	128	188	38	41
	35	I don't think it is polite to criticize people.	2.39	1.30	62		79	18	13	9	11	139	121	134	67	45
	41	If people want my opinion, I figure they will ask for it. (Continued)	2.20	1.16	50		68	25	23	5	9	162	148	119	56	21

Table 13 (Continued)
Item Statistics for Test 16

Sub Scale	Item	Scale Titles and Item Statements	$\bar{X}$	SD	r*	N	Number Responding to Each Alternative									
							Elementary					Secondary				
							1	2	3	4	5	1	2	3	4	5
116		(Continued)														
	54	I feel that criticism is what helps me improve.	2.89	1.28	60	636	20	25	31	18	36	81	132	159	72	62
117		Preference for Competition														
	6	I like to win.	1.70	.99	-44	636	90	23	13	2	2	269	145	59	15	18
	8	Competition is what makes our country so great.	2.73	1.25	-51		42	30	31	10	17	86	118	171	73	58
	12	Competition separates people instead of bringing them together.	2.95	1.31	52		26	23	27	16	38	86	96	173	81	70
	18	I don't like to compete, because someone has to lose.	3.55	1.32	53		20	12	21	13	64	43	61	148	103	151
	24	I am a highly competitive person.	2.88	1.22	-59		39	26	41	13	11	85	100	184	81	56
	31	Competition teaches you how to lose as well as how to win.	1.85	1.10	-44		88	20	16	3	3	249	113	97	27	20
	37	There is enough competition in life without having to practice it in school	3.06	1.33	51		28	19	30	12	41	71	101	157	90	87
	39	I think more attention should be given to cooperation than competition.	2.52	1.15	36		29	33	40	5	23	111	144	180	44	24
	43	I like to be able to do things better than other people.	2.59	1.13	46		34	33	33	15	15	88	143	187	60	28
	47	You can't help others if you have to compete with them.	3.01	1.28	41		27	22	30	17	34	72	90	183	90	71
	52	If you don't learn to compete, you will never succeed in this world.	2.54	1.24	-46		47	34	26	10	13	114	129	155	62	46
	55	I am willing to work very hard to get ahead of the next fellow.	2.57	1.17	-46		54	25	24	15	12	86	139	177	74	30

Table 14
Item Statistics for Test 17

Sub Scale	Item	Scale Titles and Item Statements	$\bar{X}$	SD	r*	N	Number Responding to Each Alternative									
							Elementary					Secondary				
							1	2	3	4	5	1	2	3	4	5
118		Concern for Others' Feelings														
	4	I try to cheer people up when they are sad.	2.12	1.13	-40	568	57	43	18	4	8	149	139	95	35	20
	5	When someone crosses me, I don't forget it.	3.26	1.33	42		27	20	20	19	44	60	54	108	144	72
	7	I would not want to spend my life serving other people.	3.08	1.44	28		37	15	21	26	31	85	63	104	95	91
	8	I show sympathy for others.	2.35	1.08	-45		39	39	30	14	8	98	162	123	36	19
	10	Sometimes I enjoy hurting people.	3.86	1.23	57		9	14	19	23	65	30	30	88	121	169
	16	I try to understand how other people feel.	2.12	1.05	-46		48	40	23	12	7	143	158	93	36	8
	17	I can't keep from hurting people at times.	3.18	1.16	43		14	34	33	32	17	36	75	146	119	62
	19	When someone does something to me, I get even one way or the other.	3.13	1.32	62		48	26	26	16	14	50	48	125	132	83
	21	I sometimes try to get even, rather than forgive and forget.	3.32	1.23	64		19	27	30	30	24	42	53	117	146	80
	23	I usually try to comfort a child who is hurt or unhappy.	2.05	1.10	-45		55	38	17	9	11	171	134	89	36	8
	25	I sometimes blame someone else for something I did.	3.49	1.18	47		15	16	34	38	27	34	40	114	159	91
	28	I have very little patience with people.	3.36	1.18	46		21	22	29	32	26	30	53	134	143	78
	29	I find it difficult to express sympathy to someone.	3.45	1.29	49		32	29	25	23	21	29	45	105	132	127
	30	I like to tease or torment smaller kids.	3.74	1.26	56		14	16	22	31	47	30	42	79	130	157
	32	I can't worry about people's feelings when I have to get something done.	3.45	1.15	55		19	25	34	31	21	18	55	120	153	92
	36	I enjoy seeing someone get hurt.	4.21	1.18	54		13	7	16	18	76	20	25	38	92	263
	38	I am often mean to other people.	3.42	1.18	65		17	24	33	28	28	25	58	114	154	87
	40	When a friend breaks a promise, I forgive him.	2.64	1.16	-39		27	28	32	22	21	83	122	153	58	22
	41	I seldom worry about other people.	3.33	1.26	50		23	27	32	24	24	49	37	111	159	82
	45	I often laugh at the mistakes of others.	3.29	1.13	45		10	16	44	55	38	38	62	157	125	56
	47	I like to frighten other people.	3.44	1.29	52		29	15	14	35	37	36	55	110	134	103
	48	At times I feel like picking a fight with someone.	3.29	1.30	55		26	22	24	27	31	42	70	117	113	96

Table 14 (Continued)
Item Statistics for Test 17

Sub Scale	Item	Scale Titles and Item Statements	X̄	SD	r*	N	Number Responding to Each Alternative									
							Elementary					Secondary				
							1	2	3	4	5	1	2	3	4	5
119		Feelings of Superiority														
	18	I can't help feeling that I am better than most of the people I know.	3.85	1.19	-76	568	14	22	25	31	38	19	25	85	130	179
	26	I feel that I am better than most people.	3.87	1.21	-83		24	14	23	36	33	12	34	74	123	194
	51	I like to brag about myself.	3.97	1.11	-75		15	12	26	30	47	11	25	67	152	183
120		Self-Depreciation					Inadvertently omitted from this analysis									
	2	I don't do enough to help others.	3.18	1.15	-81	568										
	9	I am too selfish.	3.62	1.14	-81											
121		Demanding in Relationships with Others														
	13	I become hurt or angry when my friends play with someone else.	3.97	1.17	-75	568	10	13	23	26	58	19	30	70	129	190
	27	I don't mind sharing my friends.	2.07	1.17	62		70	27	15	10	8	160	147	70	40	21
	43	I am often jealous of my friends.	3.64	1.20	-67		15	14	28	28	45	26	49	85	164	114
122		Consideration for Others														
	1	I don't like to pass judgment on others	2.62	1.23	-37	568	41	32	25	15	17	93	92	162	56	35
	12	I enjoy helping people even if I don't know them very well.	2.41	1.14	-58		52	32	26	11	9	93	140	127	59	19
	22	I listen to the other person's point of view.	2.25	1.05	-52		43	38	27	14	8	114	158	121	34	11
	34	I feel I should be concerned about other people's problems.	2.87	1.24	-52		28	21	30	22	29	68	99	158	69	44
	37	I feel each person is important.	1.97	1.08	-55		70	30	19	6	5	185	112	99	32	10
	42	I often go out of my way to help people	2.71	1.06	-58		31	35	35	22	7	54	107	187	68	22
	49	I try to get out of helping other people if I can.	3.70	1.15	41		14	20	30	28	38	20	33	89	175	121
	50	I am careful not to disturb another person when he is doing something.	2.66	1.08	-42		34	50	26	12	8	53	117	174	68	26
		(Continued)														

Table 14 (Continued)
Item Statistics for Test 17

Sub Scale	Item	Scale Titles and Item Statements	$\bar{X}$	SD	r*	N	Number Responding to Each Alternative									
							Elementary					Secondary				
							1	2	3	4	5	1	2	3	4	5
122		(Continued)														
	53	I feel that doing something for a friend is more satisfying than doing something for yourself.	2.58	1.14	-58	568	28	29	36	27	10	93	109	164	48	24
	54	I like to share things with other people.	2.34	1.08	-64		59	28	20	15	8	96	132	161	36	13
	55	No matter who I'm talking to, I'm always a good listener.	2.81	1.05	-50		19	44	40	17	10	46	101	183	84	24
123		Self-Centeredness														
	6	Each person has to look out for himself in this world.	2.66	1.26	-83	568	58	22	29	12	9	84	83	148	80	43
	14	I take care of myself and expect others to do the same.	2.69	1.15	-79		27	30	44	16	13	76	114	142	82	24
124		Prejudice and Lack of Tolerance														
	3	I can be friendly with people who don't believe as I do.	2.34	1.27	58	568	44	31	21	17	17	138	139	86	42	33
	24	I feel that people should associate with their own kind.	3.68	1.27	-58		12	19	26	28	45	30	48	97	107	156
	33	I don't like people who are very different from me.	3.91	1.16	-70		10	16	17	33	54	23	21	80	146	168
	39	I don't like people whose beliefs and values are different from mine.	4.03	1.11	-67		12	10	21	31	56	14	24	59	151	190
	56	I find it hard to accept some people who are different from me.	3.65	1.22	-72		25	18	28	22	37	20	31	112	137	138

Table 14 (Continued)
Item Statistics for Test 17

Sub Scale	Item	Scale Titles and Item Statements	$\bar{X}$	SD	r*	N	Number Responding to Each Alternative									
							Elementary					Secondary				
							1	2	3	4	5	1	2	3	4	5
125		Judgmental and Critical of Others														
	20	I tend to be critical of others.	3.30	1.14	-63	568	20	26	29	32	23	29	51	155	140	63
	31	When others make an error I point it out to them.	2.80	1.15	-58		39	28	33	16	14	60	83	164	109	22
	46	I can size people up quickly and know whether I will like them or not.	3.35	1.24	-66		17	24	42	23	24	39	62	106	136	95
	52	I find it difficult to compliment someone, even if I think he deserves it.	3.55	1.27	-66		26	21	28	26	29	28	46	86	151	127
126		Superiority and Lack of Tolerance														
	3	I can be friendly with people who don't believe as I do.	2.34	1.27	43	568	44	31	21	17	17	138	139	86	42	33
	18	I can't help feeling that I am better than most of the people I know.	3.85	1.19	-56		14	22	25	31	38	19	25	85	130	179
	20	I tend to be critical of others.	3.30	1.14	-52		20	26	29	32	23	29	51	155	140	63
	24	I feel that people should associate with their own kind.	3.68	1.27	-47		12	19	26	28	45	30	48	97	107	156
	26	I feel that I am better than most people.	3.87	1.21	-67		24	14	23	36	33	12	35	74	123	194
	31	When others make an error I point it out to them.	2.80	1.15	-42		39	28	33	16	14	60	83	164	109	22
	33	I don't like people who are very different from me.	3.91	1.16	-61		10	16	17	33	54	23	21	80	146	166
	39	I don't like people whose beliefs and values are different from mine.	4.03	1.11	-60		12	10	21	31	56	14	24	59	151	190
	46	I can size people up quickly and know whether I will like them or not.	3.35	1.24	-53		17	24	42	23	24	39	62	106	136	95
	51	I like to brag about myself.	3.97	1.11	-61		15	13	26	30	47	11	25	67	152	183
	52	I find it difficult to compliment someone, even if I think he deserves it.	3.55	1.27	-52		26	21	28	26	29	28	46	86	151	127
	56	I find it hard to accept some people who are different from me as equals.	3.63	1.22	-65		25	18	28	22	37	20	31	112	127	138

Table 15
Item Statistics for Test 18

Sub Scale	Item	Scale Titles and Item Statements	X̄	SD	r*	N	Number Responding to Each Alternative									
							Elementary					Secondary				
							1	2	3	4	5	1	2	3	4	5
127		Acceptance by Others														
	4	I wish I were a more friendly person.	2.69	1.32	29	761	128	59	97	54	59	64	89	116	62	32
	9	People make fun of me.	3.29	1.28	57		65	51	101	88	92	31	47	113	104	68
	10	I am slow in making friends.	3.45	1.31	50		53	48	84	78	134	25	59	101	100	78
	21	I often feel lonely.	3.05	1.37	47		96	63	86	62	90	46	63	111	87	56
	22	I don't feel really accepted by the groups I belong to.	3.33	1.27	58		48	62	113	73	101	31	57	96	104	75
	27	I don't know anyone that I could really call a true friend.	3.85	1.40	51		59	40	57	57	184	23	34	46	65	195
	30	I doubt that I will ever have many close friends.	3.73	1.32	63		55	34	79	77	152	18	36	68	91	150
	32	I am liked by most people I know.	2.41	1.13	-55		117	107	92	44	37	64	144	114	32	9
	33	People usually aren't interested in my ideas or opinions.	3.23	1.19	54		74	58	124	81	70	20	39	137	118	49
	37	I have a lot of friends.	2.41	1.24	-62		129	98	87	43	40	93	111	101	35	23
	40	My friends like to include me in their activities.	2.42	1.13	-53		101	123	89	40	44	72	136	124	22	9
	43	People pick on me.	3.47	1.26	59		58	48	99	92	100	21	32	93	129	88
	44	I am an important person to my classmates.	3.34	1.12	-45		34	52	128	83	100	12	58	164	82	47
	52	I can make friends easily.	2.67	1.17	-56		73	115	115	44	50	53	115	128	44	23
	54	I'm often left out of things other kids do.	3.21	1.21	59		62	63	109	87	76	20	60	124	109	50
	56	Not too many people care what happens to me.	3.39	1.25	55		54	54	100	81	108	20	48	111	115	69
	57	I don't get along with too many people.	3.46	1.22	59		54	57	106	103	77	15	38	79	135	96
	60	Most people don't understand me.	2.99	1.23	53		72	68	121	74	62	42	68	133	83	37
	72	I make a good first impression on people.	2.76	.98	-34		42	81	186	46	42	28	71	217	32	15
	74	I'm popular with kids my own age.	2.85	1.16	-48		79	80	130	60	48	32	85	159	58	29
	77	I can fit in pretty easily with any group of people.	2.96	1.06	-34		42	72	175	57	51	32	76	169	64	22

Table 15 (Continued)
Item Statistics for Test 18

Sub Scale	Item	Scale Titles and Item Statements	X̄	SD	r*	N	Number Responding to Each Alternative									
							Elementary					Secondary				
							1	2	3	4	5	1	2	3	4	5
128		Friendliness														
	6	I don't get very friendly with other people.	3.78	1.14	47	761	23	36	79	115	144	15	31	86	132	99
	7	I am interested in people and like to make new friends.	1.84	1.00	-60		211	102	53	16	15	151	121	72	15	4
	12	I feel that I am a warm, friendly person.	2.65	1.01	-46		62	97	165	40	33	41	117	161	35	9
	14	I like people.	1.74	1.01	-62		236	79	57	9	16	184	106	52	15	6
	28	When other kids are playing games, I like to join them.	2.10	1.11	-57		192	87	81	16	21	103	116	108	23	13
	31	I like to share my ideas with others.	2.12	1.12	-52		159	107	73	20	28	121	119	92	22	9
	38	People annoy me.	3.52	1.23	46		42	43	110	88	114	23	36	108	102	94
	47	I try to include other people in my plans.	2.22	1.02	-55		121	132	104	23	17	83	159	85	27	9
	59	I am interested in people.	2.18	1.13	-60		128	105	105	31	28	134	123	71	28	7
	62	I enjoy the excitement of a crowd.	2.53	1.23	-50		104	91	122	39	41	93	87	113	44	26
	65	I would rather read or watch television than go to a party.	3.90	1.25	47		34	29	79	77	178	19	24	79	70	171
129		Shyness														
	41	I worry about what people think about me.	2.71	1.36	-51	761	109	73	92	55	68	84	78	110	52	39
	61	I find it hard to talk when I meet new people.	2.57	1.31	-64		130	93	86	45	43	75	93	103	46	46
	64	I am afraid people will laugh at me if I say something wrong or do something stupid.	2.83	1.31	-58		108	91	90	58	50	44	70	123	70	56
	66	I feel uncomfortable around people I don't know.	2.67	1.22	-56		117	72	105	55	38	45	88	154	42	34
	67	I would rather be with a good friend than with a lot of people I don't know too well.	2.13	1.13	-37		188	88	84	19	18	107	99	108	38	11
	70	I am a shy person.	3.14	1.33	-60		72	51	104	73	97	44	73	117	67	62
		(Continued)														

Table 15 (Continued)
Item Statistics for Test 18

Sub Scale	Item	Scale Titles and Item Statements	$\bar{X}$	SD	r*	N	Number Responding to Each Alternative									
							Elementary					Secondary				
							1	2	3	4	5	1	2	3	4	5
129		(Continued)														
	73	When I'm in a group, I usually don't say much for fear I will say the wrong thing.	3.13	1.26	-61	761	64	76	111	75	71	32	66	112	91	62
	76	I get stage fright if I have to talk to a group.	2.79	1.34	-54		92	77	99	67	61	78	85	95	59	46
	79	I feel nervous when people talk to me.	3.55	1.24	-52		46	55	88	92	116	17	38	93	119	96
	80	I am easily embarrassed.	2.98	1.32	-59		82	60	109	72	74	57	68	120	67	51
130		Belief and Trust in Man														
	1	Most people keep their promises.	2.75	1.03	-30	761	64	105	157	32	39	16	114	176	35	22
	5	I prefer to do some things myself rather than trust other people to do them.	2.28	1.24	34		150	91	79	35	42	107	134	72	30	20
	11	Most people are selfish.	3.19	1.18	51		65	36	145	89	62	29	40	150	95	49
	13	Many people will take advantage of an unselfish person.	2.57	1.26	42		114	84	106	37	56	80	97	117	48	21
	16	There is no one I can tell my troubles to.	3.68	1.41	40		66	39	74	53	165	26	36	62	84	155
	17	Some people will do or say things to hurt you on purpose.	2.32	1.18	51		152	91	87	39	28	93	97	116	48	9
	29	People usually don't mean to hurt me.	2.71	1.20	-35		87	69	132	50	59	55	118	126	47	17
	35	I believe that most people are basically evil and cannot be trusted.	3.60	1.30	51		52	43	89	89	124	27	25	88	101	122
	45	Most people are sincerely concerned about the problems of others.	2.96	1.20	-31		77	74	122	73	71	33	63	159	74	34
	46	Most people would tell a lie if they could gain by it.	2.37	1.17	44		135	97	95	40	30	85	106	123	34	15
	48	I don't feel I can rely on other people's judgment.	3.13	1.08	41		51	47	170	81	48	24	45	165	95	34
	50	Most people will take advantage of you if they get the chance.	2.67	1.19	55		107	90	115	55	30	53	83	126	75	26
	53	A person is better off if he doesn't trust people.	3.77	1.13	47		28	29	108	94	138	12	24	84	140	103
		(Continued)														

Table 15 (Continued)
Item Statistics for Test 18

Sub Scale	Item	Scale Titles and Item Statements	X̄	SD	r*	N	Number Responding to Each Alternative: Elementary 1	2	3	4	5	Secondary 1	2	3	4	5
130		(Continued)														
	75	People in general are not concerned enough about social problems, such as poverty, unemployment, and racial problems.	2.93	1.11	34	761	53	63	177	51	53	36	89	145	66	27
131		Openness and Authenticity														
	3	I feel no one knows the real me.	3.17	1.33	50	761	74	71	101	74	107	48	64	107	90	54
	8	It is important to me to be myself and not pretend to be something I'm not.	1.94	1.19	-47		204	73	59	28	33	185	90	60	17	11
	10	In a group I often act differently from the way I really am.	2.95	1.27	56		78	85	104	62	68	36	88	118	74	47
	19	I wish I were more like other people.	3.45	1.35	59		72	46	90	61	128	25	34	108	94	102
	20	I have nothing to hide, I don't mind if people see me as I really am.	2.40	1.23	-51		136	80	99	39	43	96	104	113	35	15
	26	It isn't safe to share too much of yourself with people.	2.97	1.29	42		86	56	126	51	78	46	72	133	66	46
	49	I try to let people see the real me.	2.44	1.13	-42		104	95	122	42	34	83	119	117	36	8
132		Social Responsibility														
	69	If I didn't like a rule, I would obey it but try to have it changed.	2.54	1.20	-76	761	98	88	112	55	44	86	107	116	38	16
	71	Someday I hope to be able to help solve the problems of this country.	2.33	1.15	-74		155	87	101	33	21	75	105	132	31	20
133		Attitudes Toward Older-People														
	34	I don't like older people to hug or kiss me.	2.96	1.35	68	761	83	43	125	52	94	69	70	127	50	47
	39	Older people don't listen to me.	3.23	1.22	70		51	48	130	75	93	30	64	135	80	54
	68	I am uncomfortable around grown people.	3.12	1.23	66		58	66	137	63	73	29	73	120	84	57

Table 15 (Continued)
Item Statistics for Test 18

Sub Scale	Item	Scale Titles and Item Statements	$\overline{X}$	SD	r*	N	Number Responding to Each Alternative									
							Elementary					Secondary				
							1	2	3	4	5	1	2	3	4	5
134		Lack of Social Concern														
	63	If certain groups of people in our society can't learn to help themselves, that is their problem.	3.33	1.21	-74	761	60	44	140	83	70	17	47	111	103	85
	78	I think this country worries too much about people in other countries.	2.98	1.27	-77		73	58	125	63	78	53	69	136	67	38

PART II

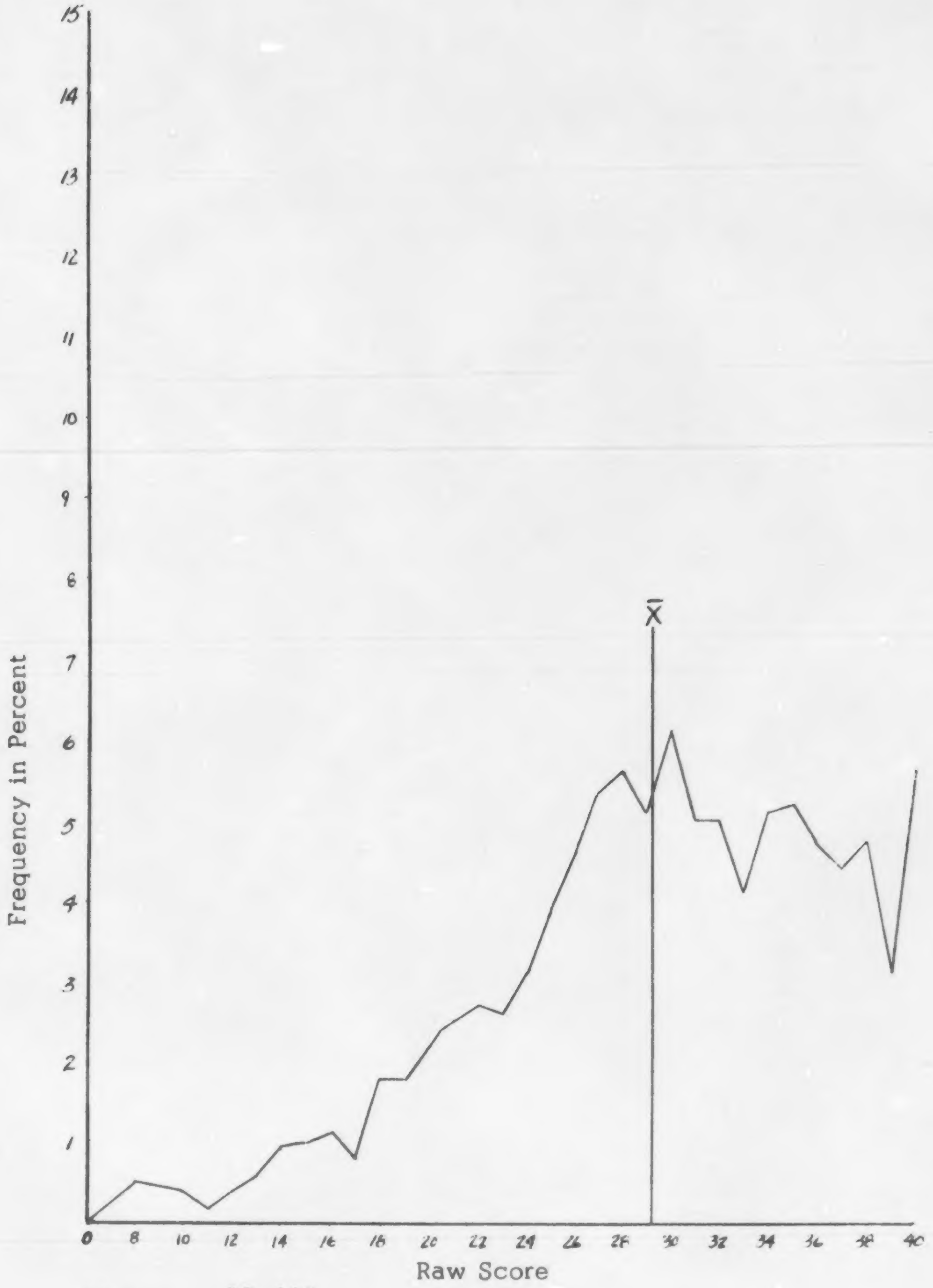
APPENDIX C

Total Sample Frequency Distributions and Norms

The distributions were drawn only for subscales with 5 items or more. Means ($\overline{X}$) Standard Deviations (SD), Ranges, and sample sizes (N) are presented per subscale distribution.

TABLE 1

TEST 01 & 02 GENERAL ATTITUDE TOWARD SCHOOL
Subscale Attitude Toward School (5)
Scoring - The closer the score to 40, the better the attitude toward school.

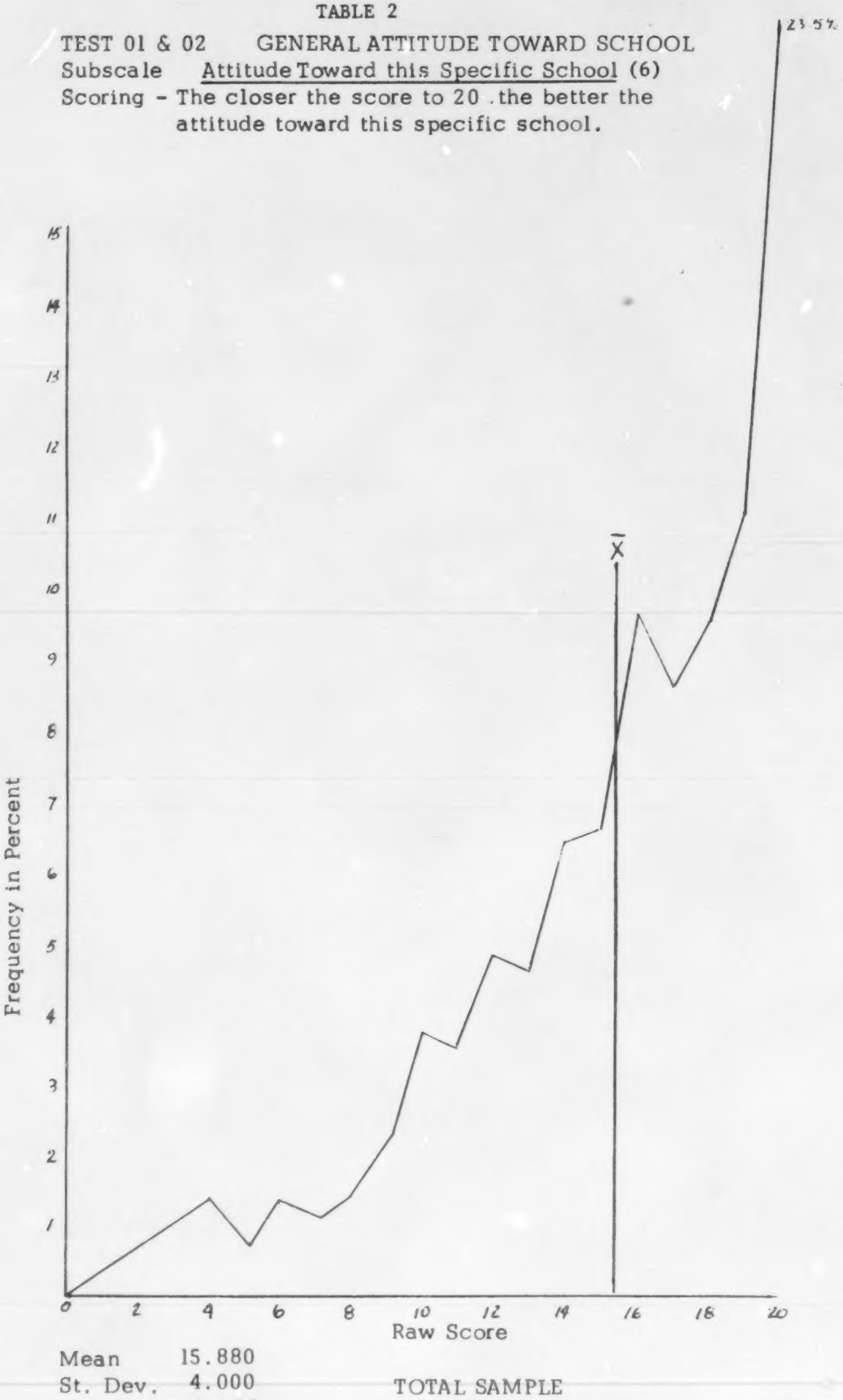


Mean	29.449
St. Dev.	6.984
Range	8 - 40
N	1801

TOTAL SAMPLE
GRADES 4 - 12

TABLE 2

TEST 01 & 02 GENERAL ATTITUDE TOWARD SCHOOL
Subscale Attitude Toward this Specific School (6)
Scoring - The closer the score to 20 . the better the attitude toward this specific school.

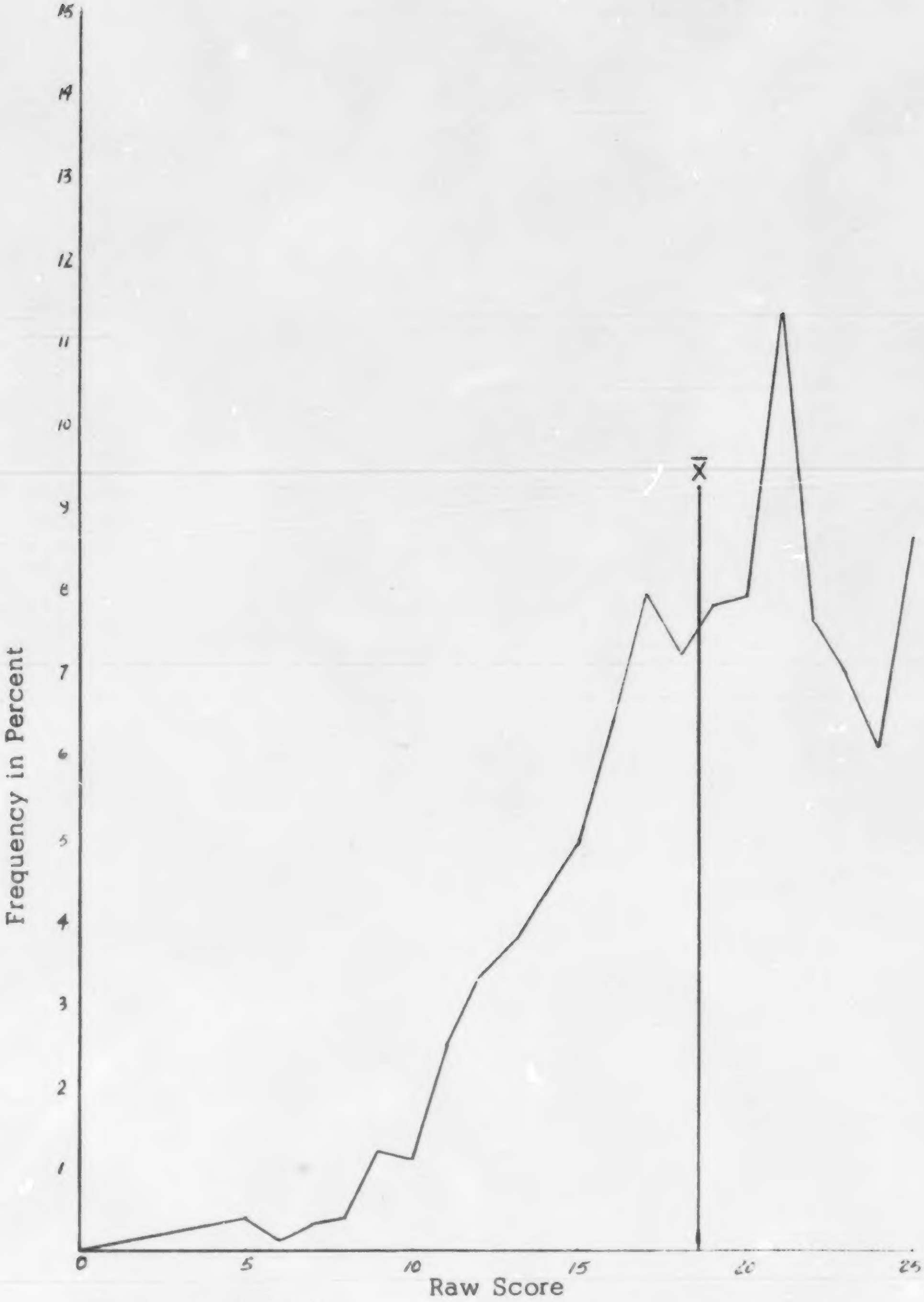


Mean	15.880
St. Dev.	4.000
Range	4 - 20
N	1801

TOTAL SAMPLE
GRADES 4 - 12

TABLE 3

TEST 01 & 02 GENERAL ATTITUDE TOWARD SCHOOL
Subscale Perceived Value of What Is Learned In School (7)
Scoring The closer the score to 25 the more you tend to
value the things learned in school.



Mean	18.770
St. Dev.	4.274
Range	5 -25
N	1801

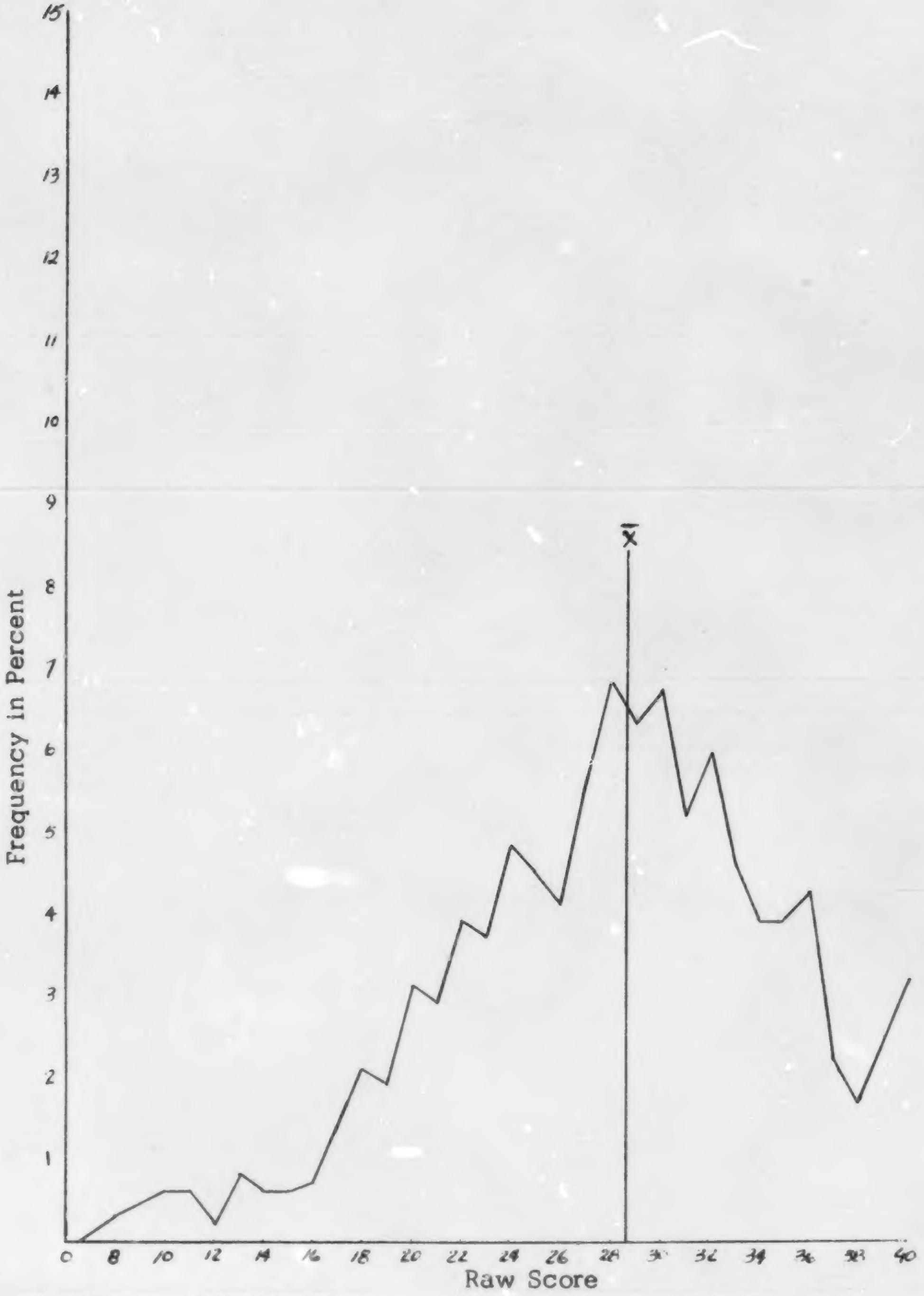
TOTAL SAMPLE
GRADES 4 - 12

TABLE 4

TEST 03 SCHOOL CLIMATE

Subscale Teacher Fairness and Personal Interest In Students. (9)

Scoring - The closer the score to 40, the more the teacher is perceived as fair and as taking personal interest in students.



Mean	28.129
St. Dev.	6.592
Range	8 - 40
N	950

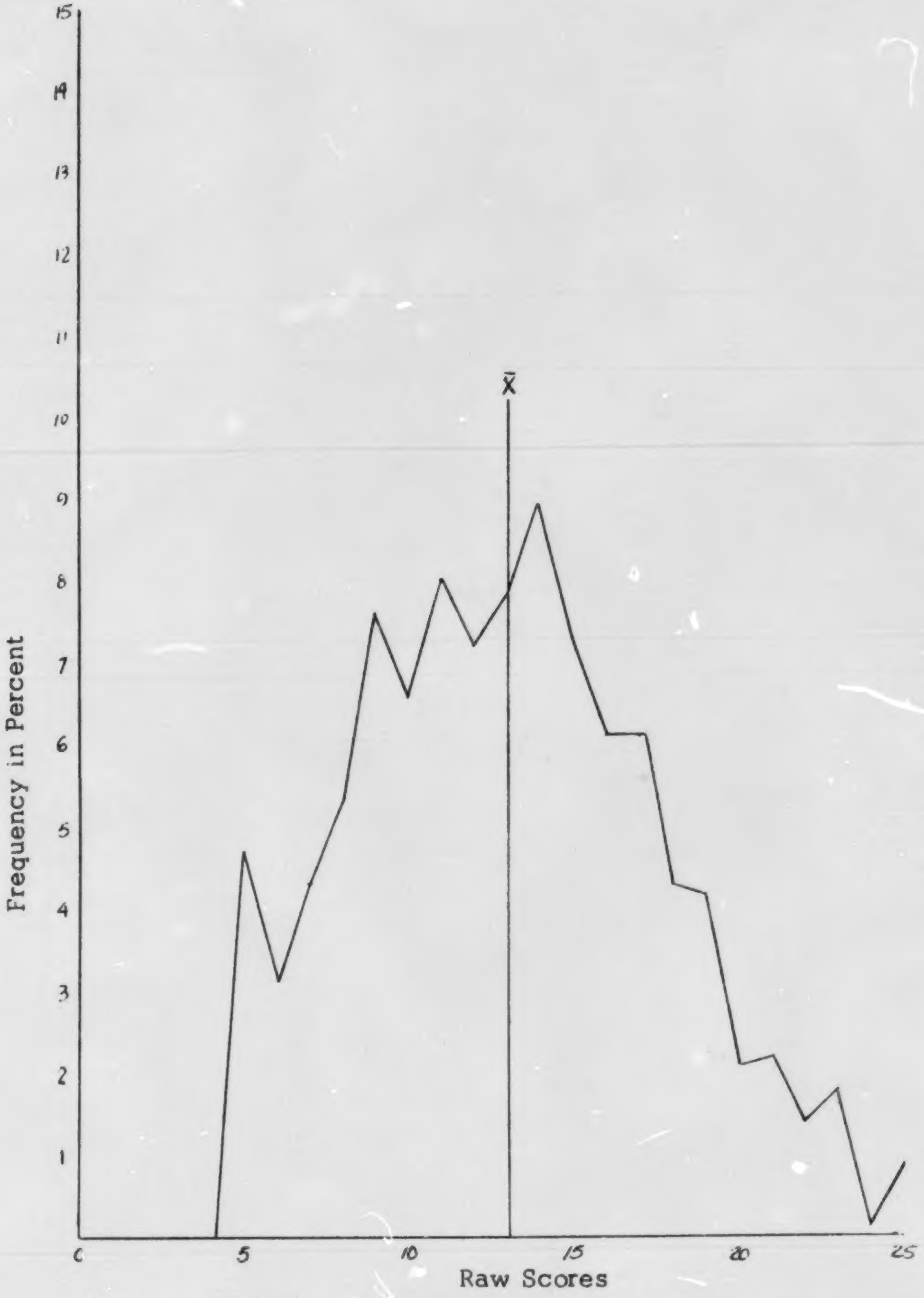
TOTAL SAMPLE
GRADES 4 - 12

TABLE 5

TEST 03 SCHOOL CLIMATE

Subscale Teacher Aloofness and Mistreatment Of Students (10)

Scoring - The closer the score to 25, the more aloofness and mistreatment of students there seems to be by the teacher.



Mean 13.034

St. Dev. 4.578

Range 5 - 25

N 950

TOTAL SAMPLE

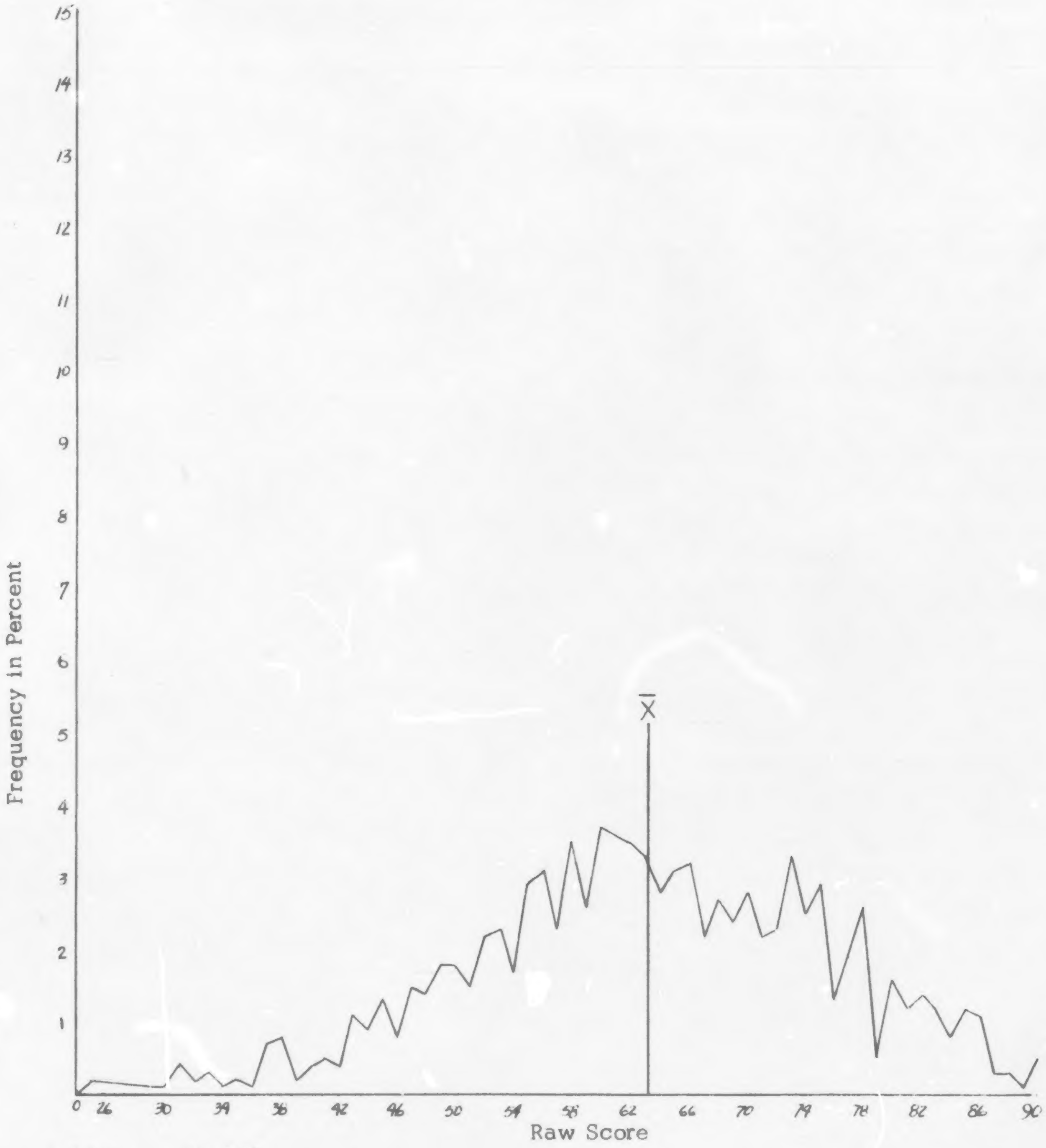
GRADES 4 - 12

TABLE 6

TEST 03 SCHOOL CLIMATE

Subscale Humanistic Treatment of Students (11)

Scoring - The closer the score to 90, the more students are treated in a humane way and with dignity and respect.



Mean 63.082
St. Dev. 12.246
Range 25 - 90
N 950

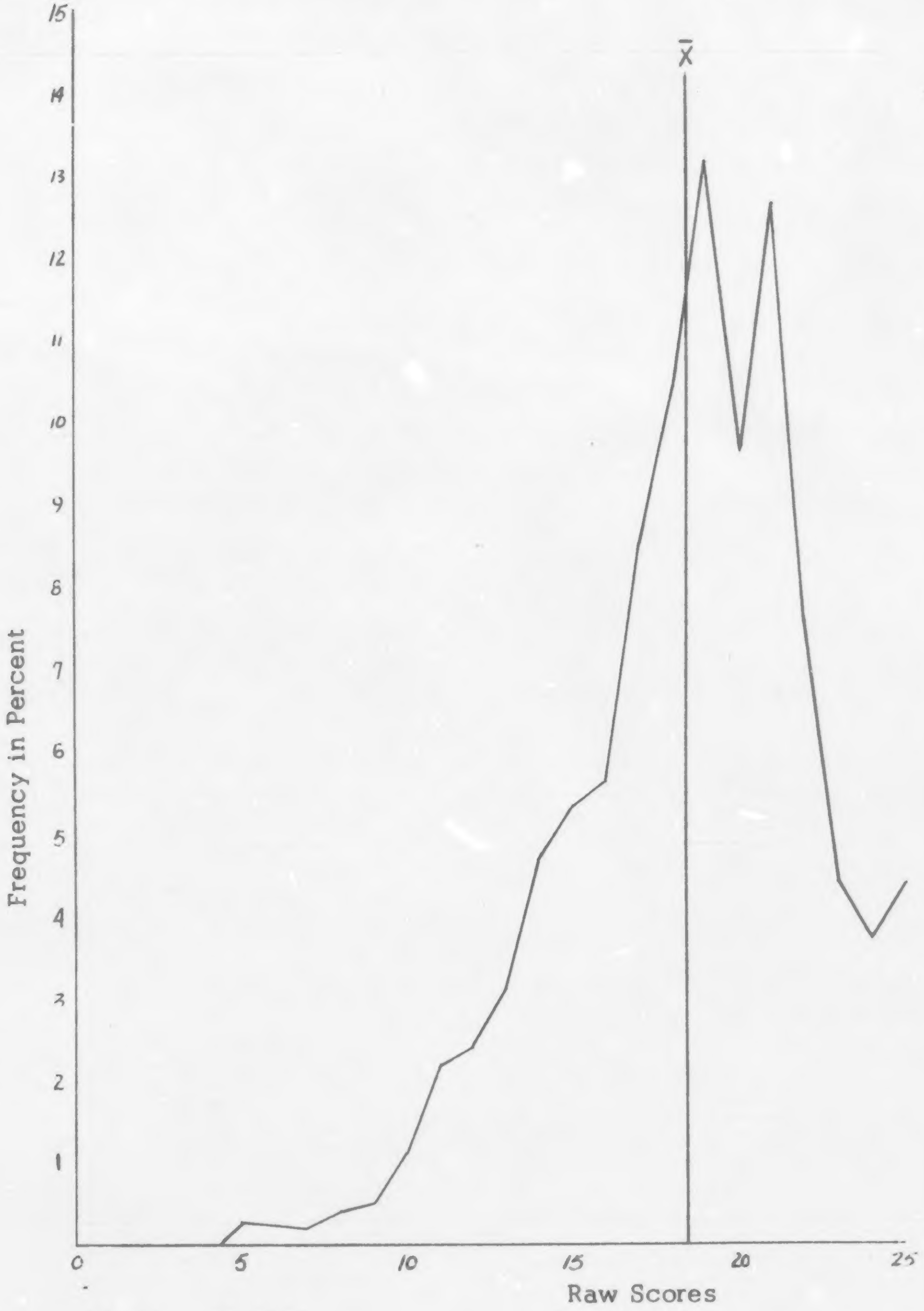
TOTAL SAMPLE
GRADES 4 - 12

TABLE 7

TEST 03 SCHOOL CLIMATE

Subscale Feeling of Acceptance and Belonging (14)

Scoring - The closer the score to 25, the more students feel accepted at school and that they belong to the group.

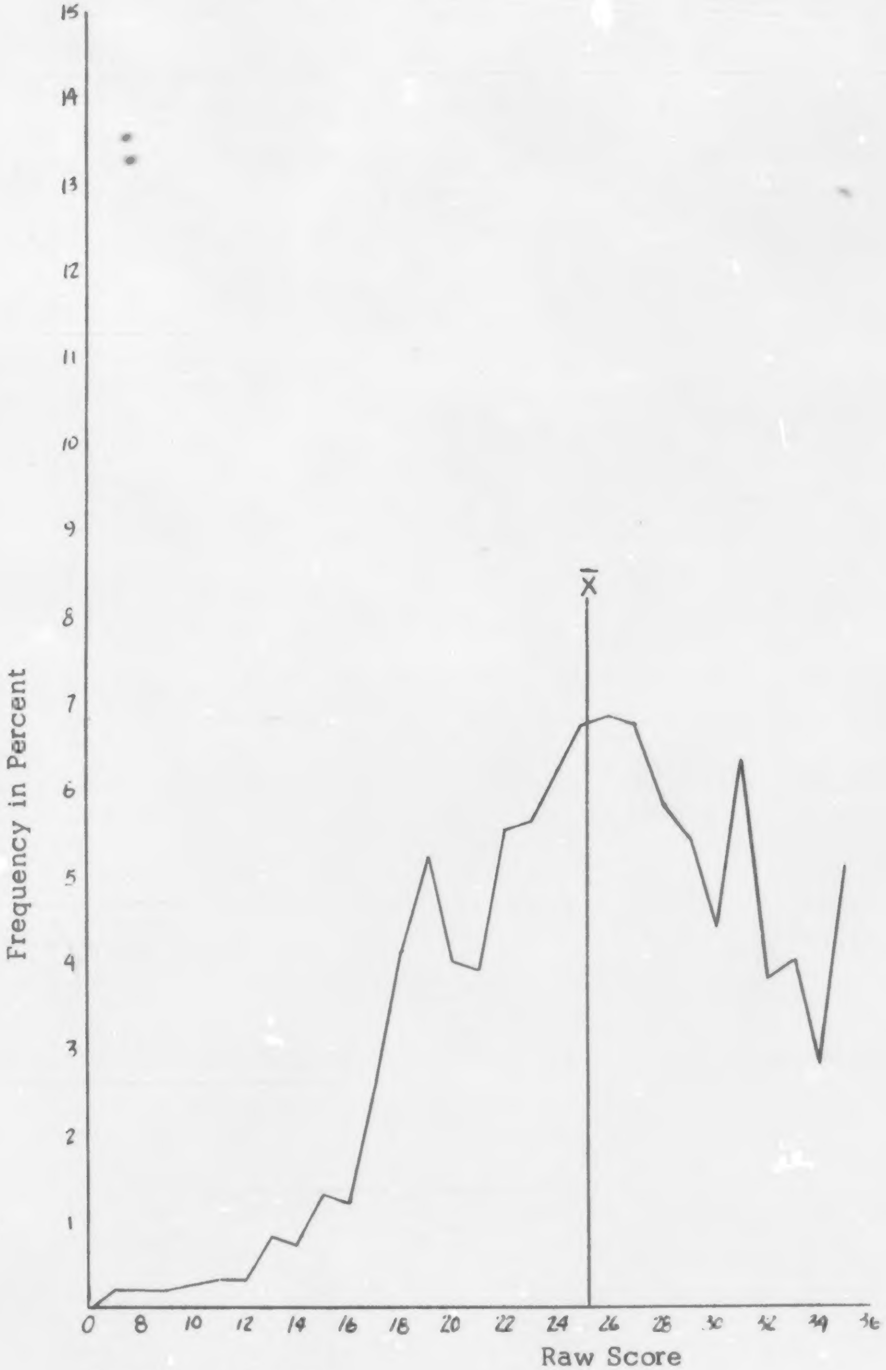


Mean 18.517
St. Dev. 3.709
Range 5 - 25
N 950

TOTAL SAMPLE
GRADES 4 - 12

TABLE 8

TEST 03 SCHOOL CLIMATE
Subscale Principal's Interest In Students (15)
Scoring - The closer the score to 35, the more the principal is seen as showing an interest in students.

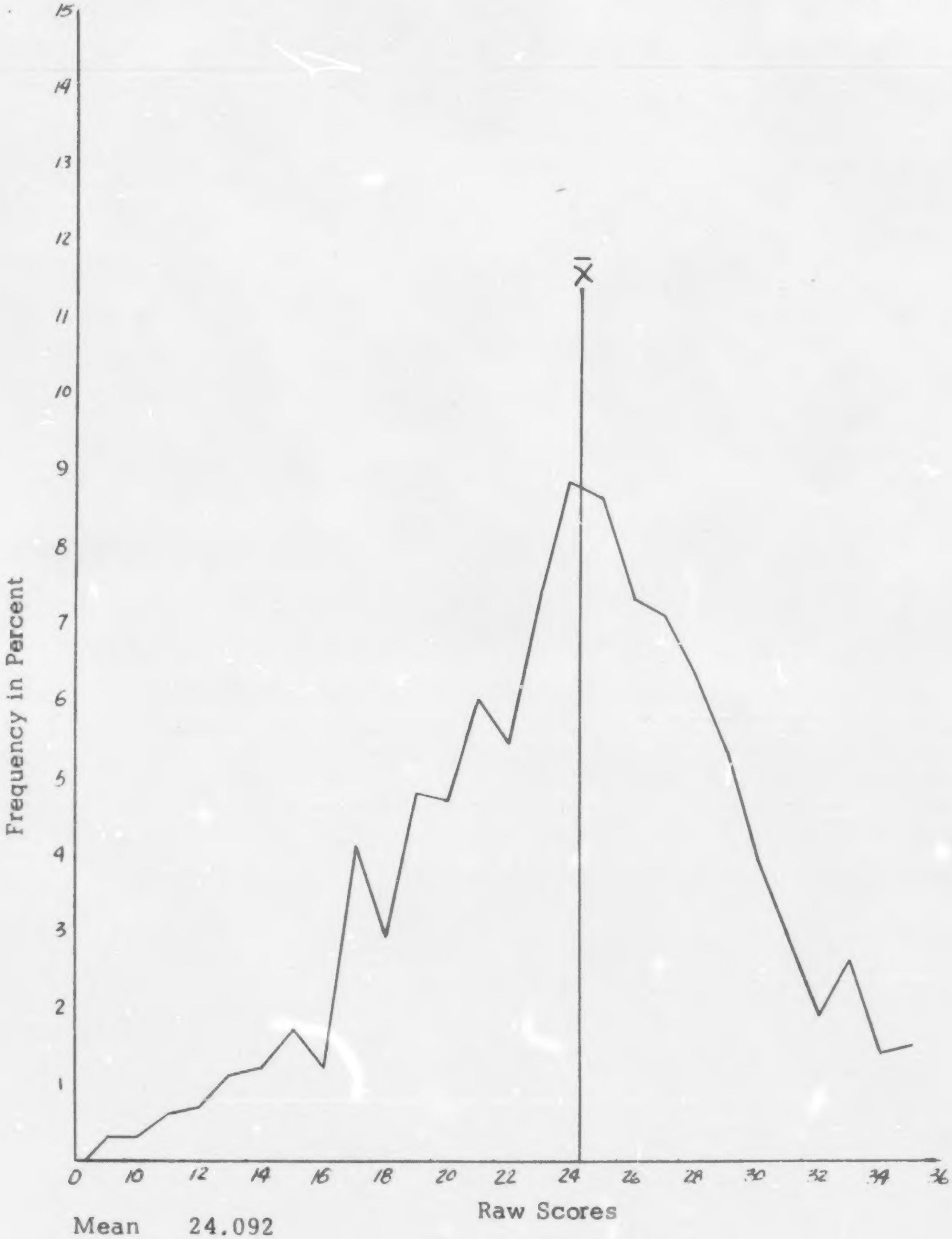


Mean 25.467
St. Dev. 5.596
Range 7 - 35
N 950

TOTAL SAMPLE
GRADES 4 - 12

TABLE 9

TEST 03 SCHOOL CLIMATE
Subscale Student Relations Among stuaents. (20)
Scoring - The closer the score to 35, the better the relationships between students seems to be.



Mean 24.092
St. Dev. 5.154
Range 9 - 35
N 950

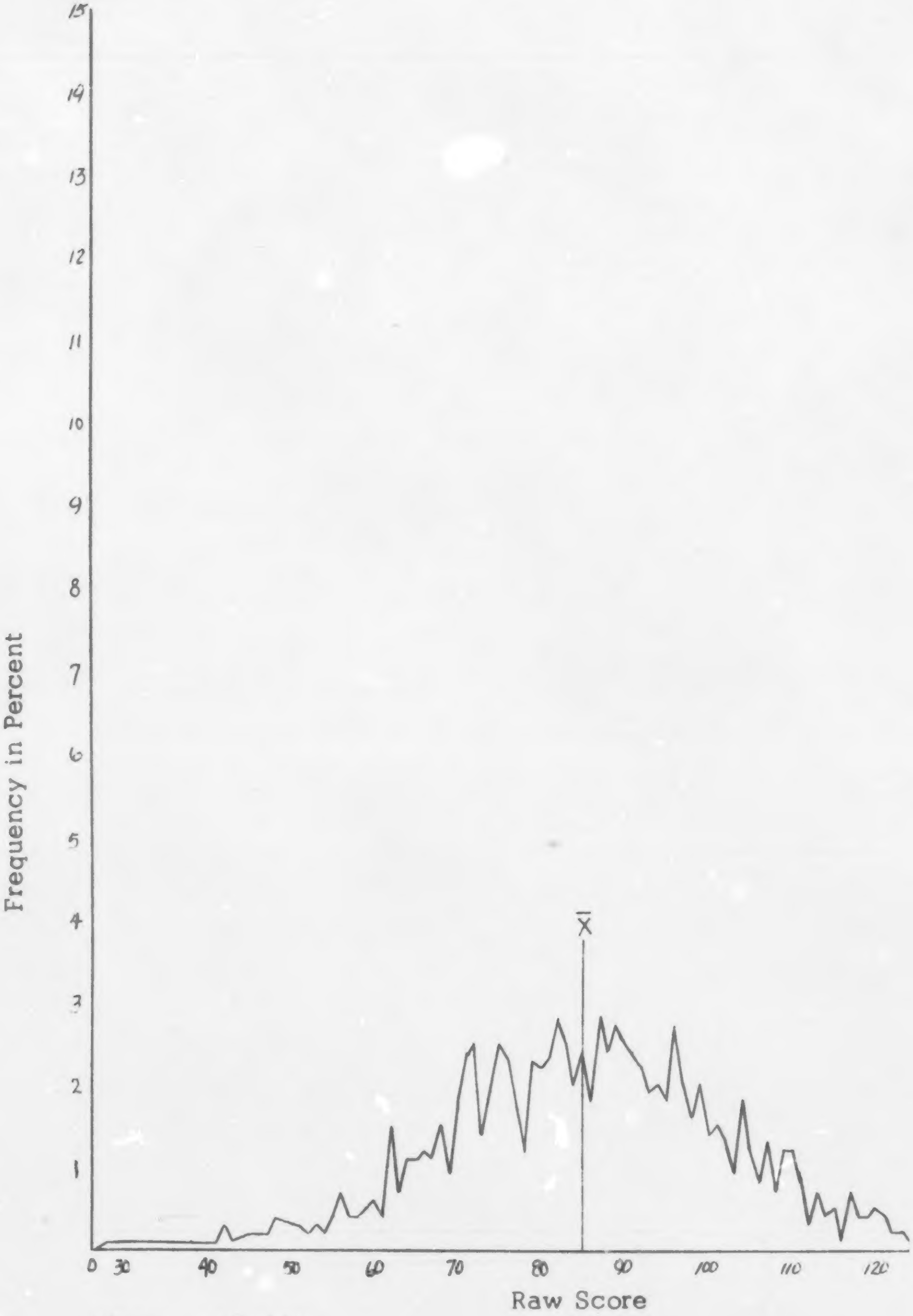
TOTAL SAMPLE
GRADES 4 - 12

TABLE 10

TEST 03 SCHOOL CLIMATE

Subscale General School Climate (22)

Scoring - The closer the score to 124 , the better the climate at school.

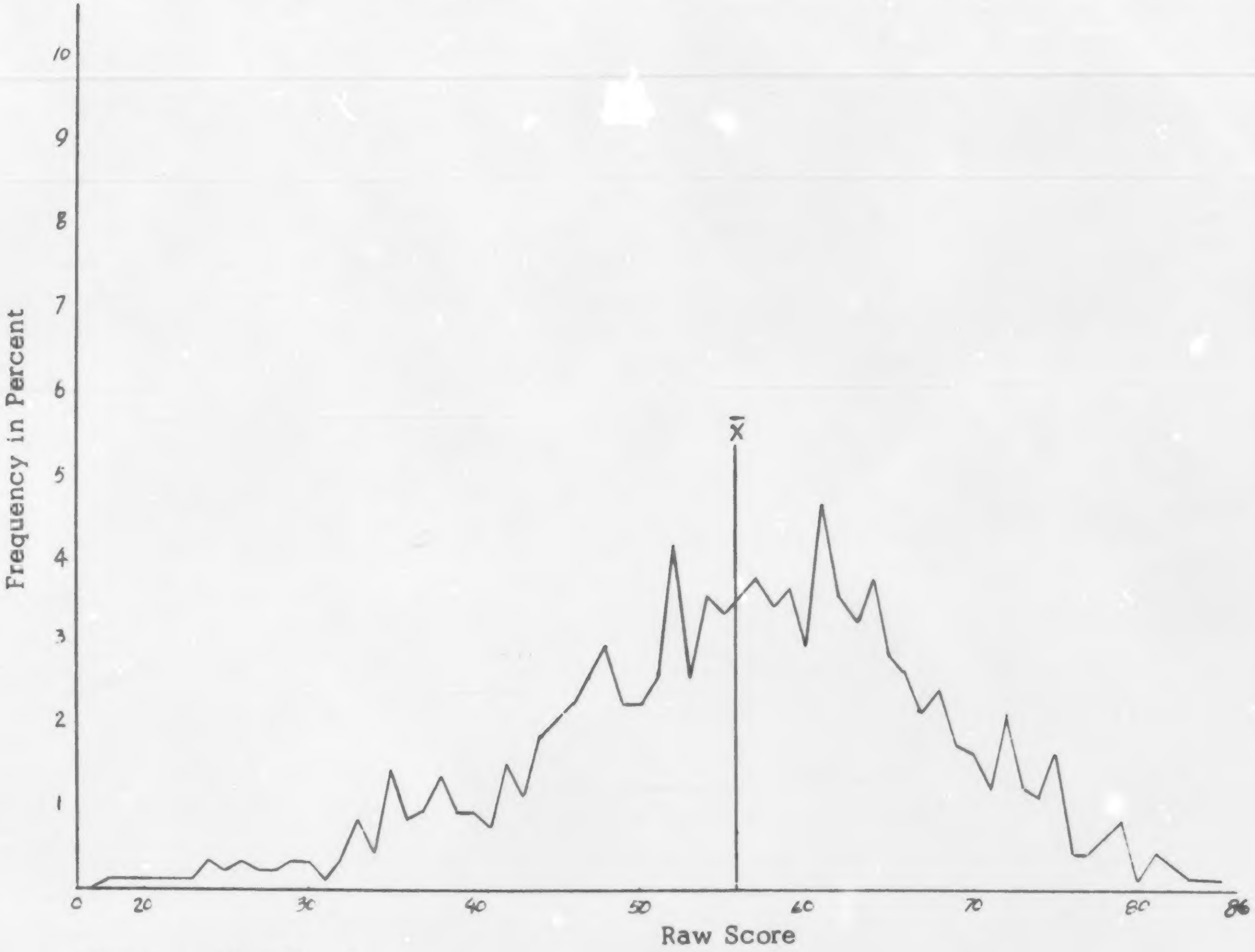


Mean 85.305
St. Dev. 16.318
Range 28 - 124
N 950

TOTAL SAMPLE
GRADES 4 - 12

TABLE 11

TEST 03 SCHOOL CLIMATE
Subscale Treatment of Students As Trusted. Responsible Persons. (23)
Scoring - The closer the score to 85, the more students seem to be treated as trusted responsible persons.



Mean 55.945
St. Dev. 11.431
Range 18 - 85
N 950

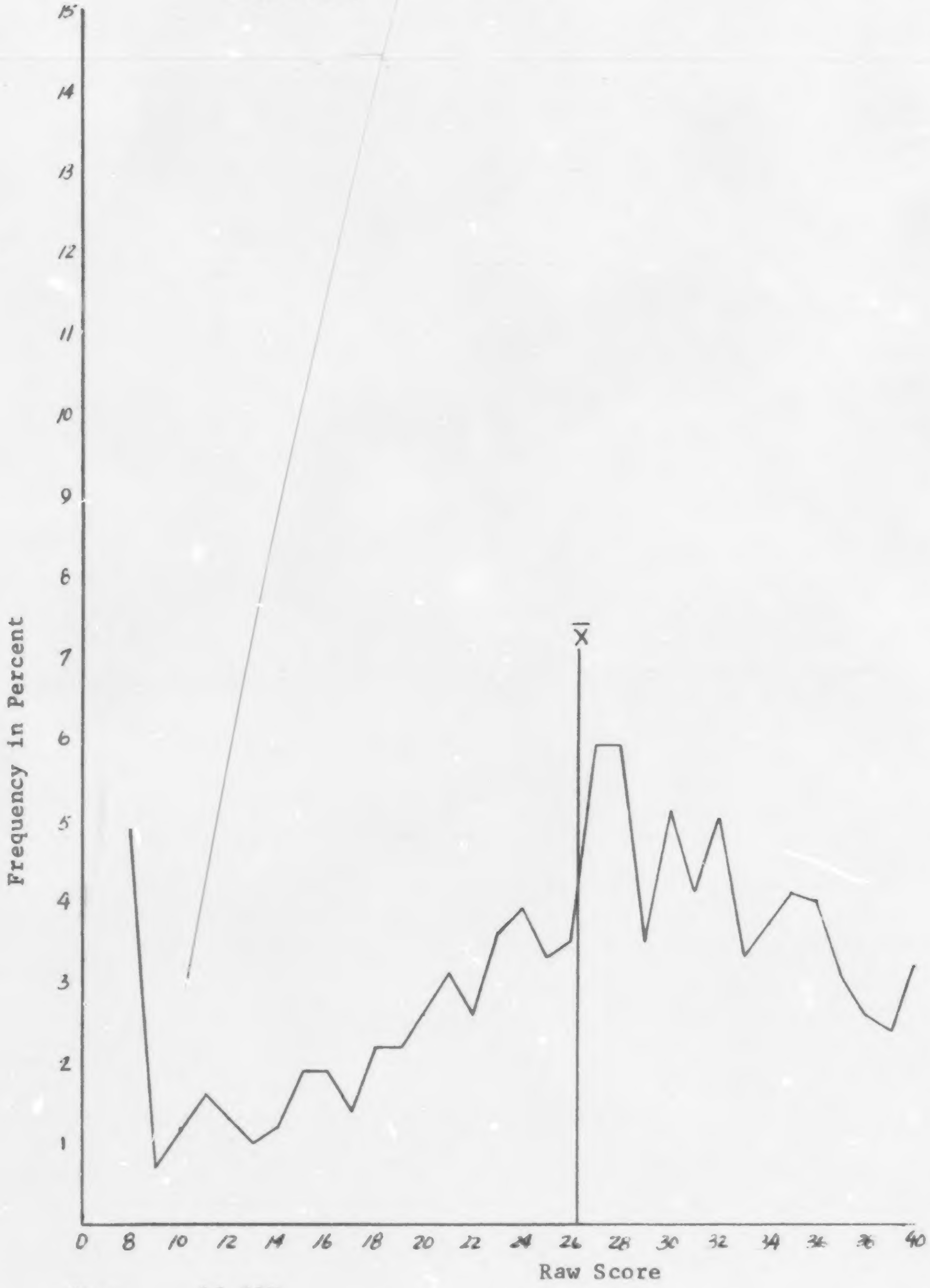
TOTAL SAMPLE
GRADES 4 - 12

TABLE 12

TEST 04 NEED FOR CHANGE IN SCHOOL CLIMATE

Subscale Need For Change In Teacher Fairness And Personal Interest In Students. (24)

Scoring - The closer the score to 40, the more the need for change in teacher fairness and personal interest in students.



Mean	26.337
St. Dev.	8.616
Range	8 - 40
N	916

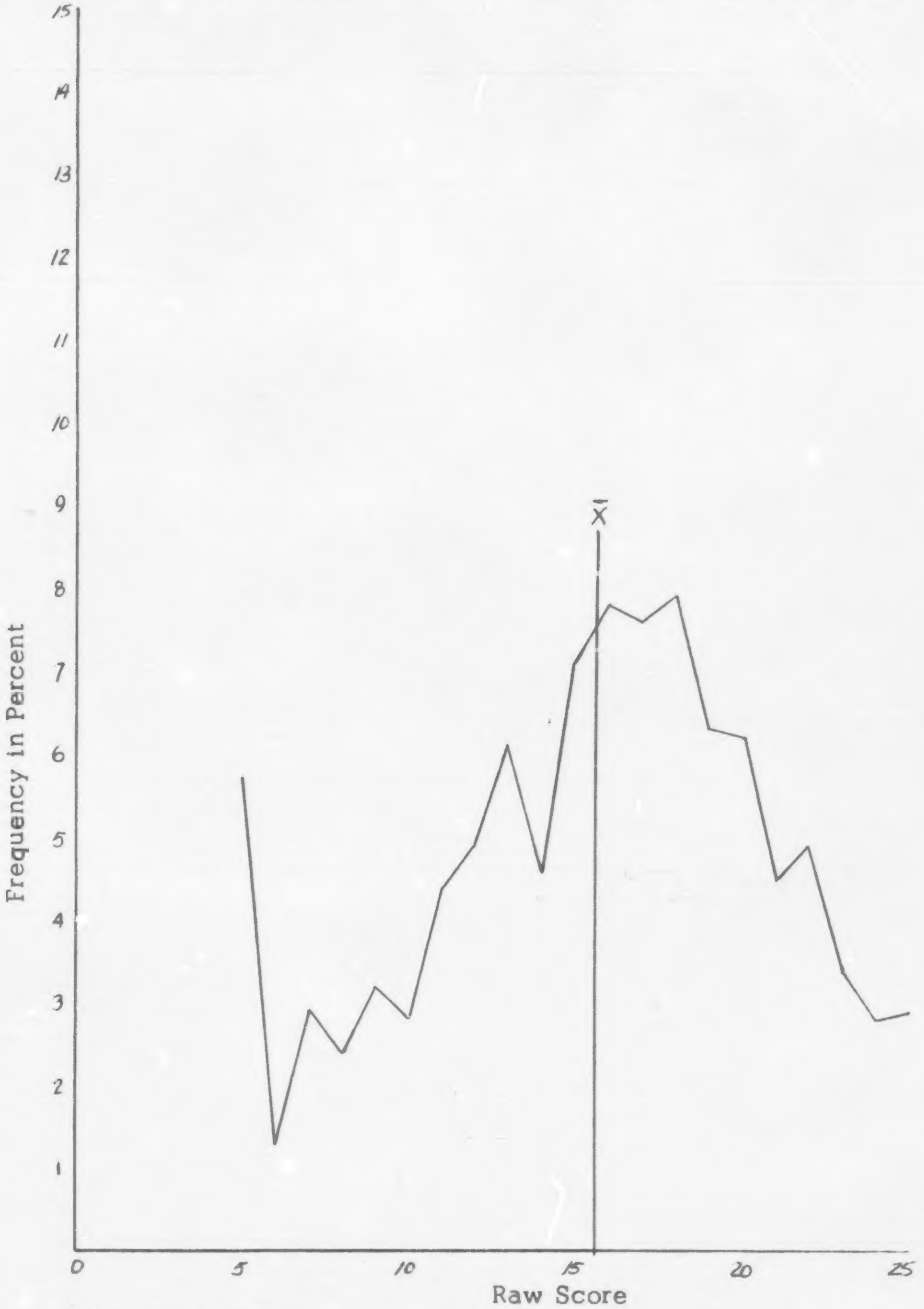
TOTAL SAMPLE
GRADES 4 - 12

TABLE 13

TEST 04 NEED FOR CHANGE IN SCHOOL CLIMATE

SUBSCALE Need For Change in Teacher Alloofness & Mistreat ment of Students. (25)

Scoring - The closer the score to 25, the more need there is for change in the aloofness of teachers and mistreatment of students.

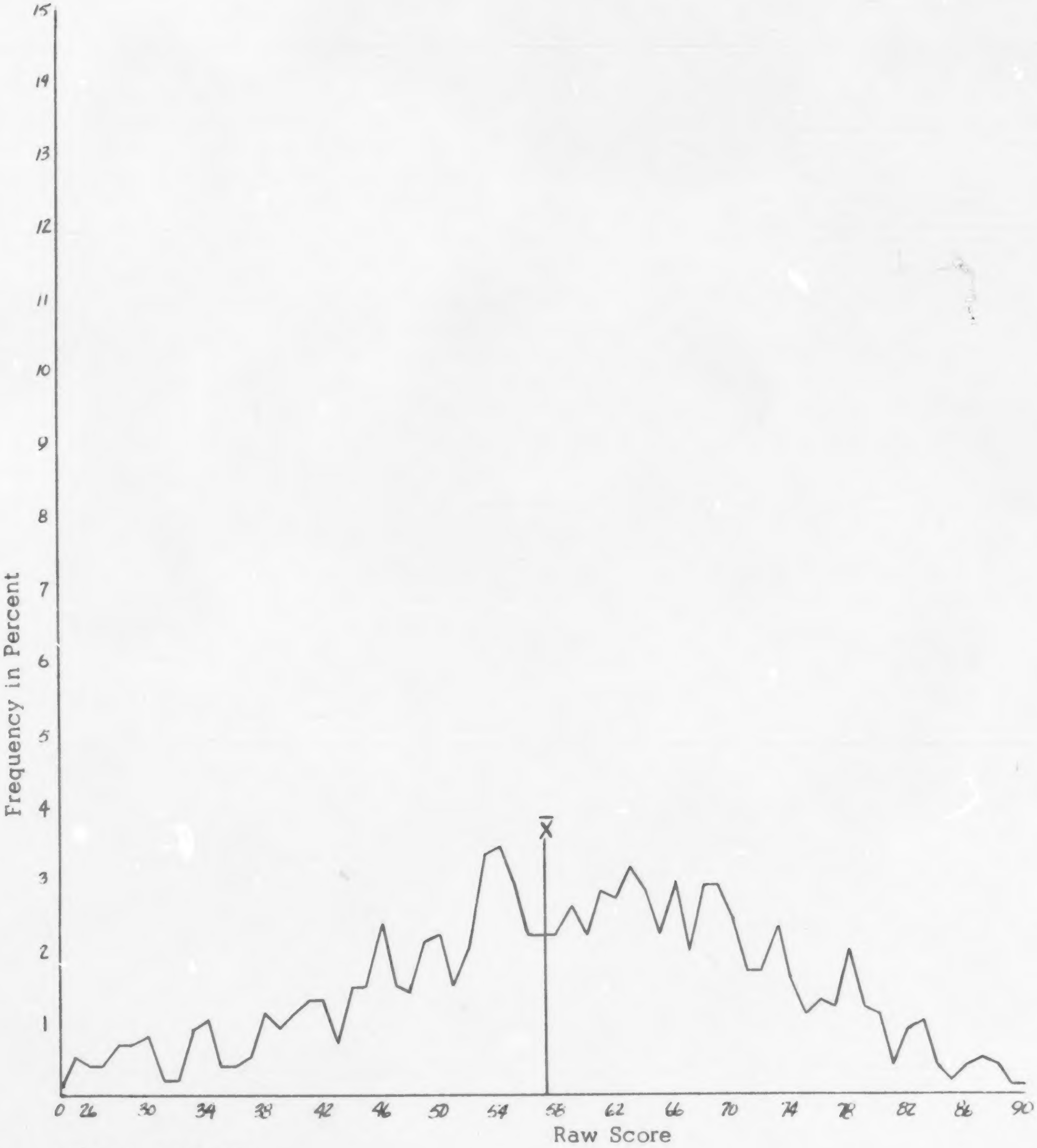


Mean 15.552
St. Dev. 5.282
Range 5 - 25
N 916

TOTAL SAMPLE
GRADES 4 - 12

TABLE 14

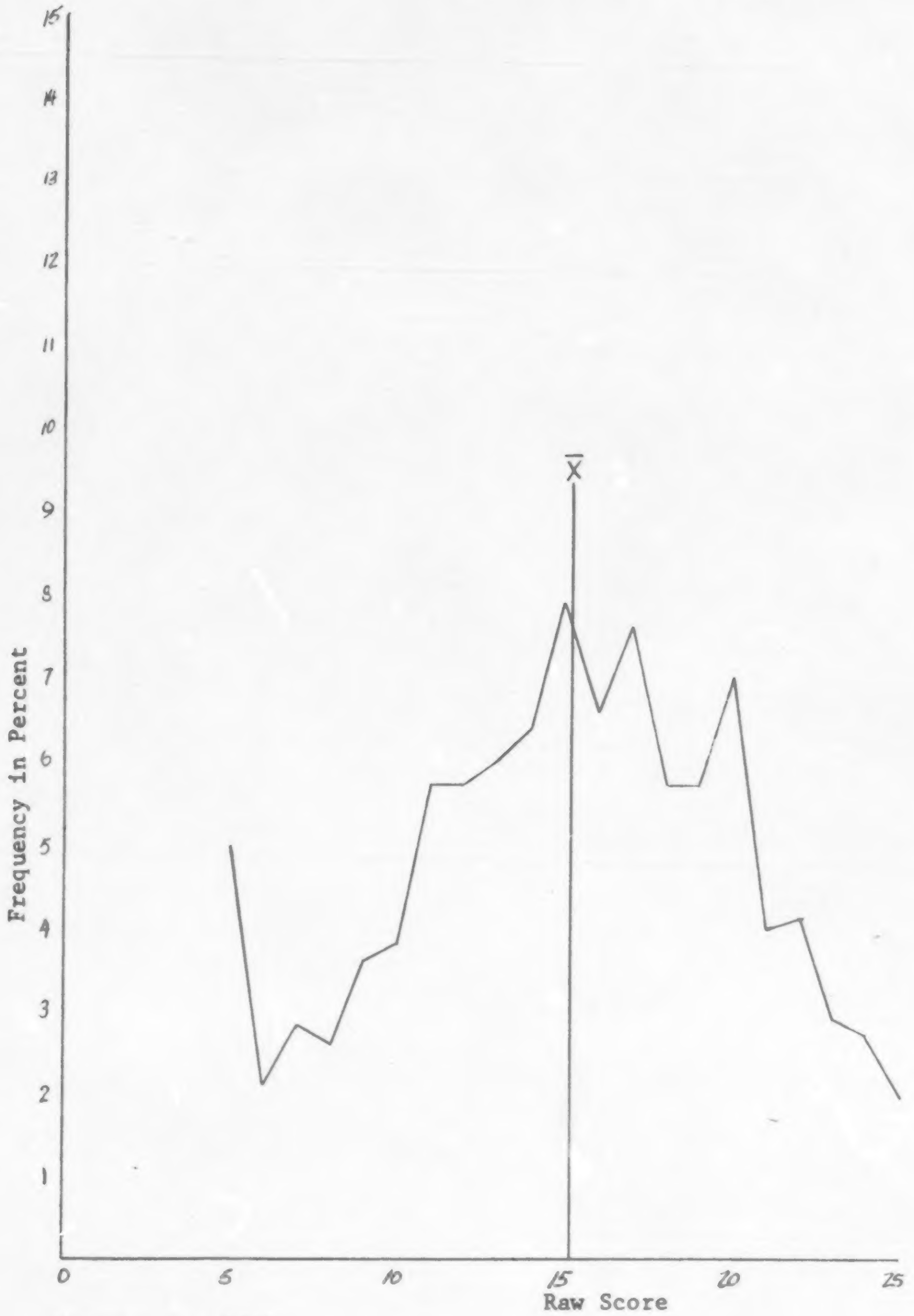
TEST 04 NEED FOR CHANGE IN SCHOOL CLIMATE
Subscale Need For Change In Humanistic Treatment Of Students (26)
Scoring - The closer the score to 90, the more need there is for a change in the treatment of students as perceived by them.



Mean 57.781
St. Dev. 14.977
Range 18 - 90
N 916

TOTAL SAMPLE
GRADES 4 - 12

TEST 04 NEED FOR CHANGE IN SCHOOL CLIMATE
Subscale Need For Change In Fostering Feelings Of Acceptance And Belonging (29)
Scoring - The closer the score to 25, the more the need to change conditions which affect feeling of acceptance and belonging.

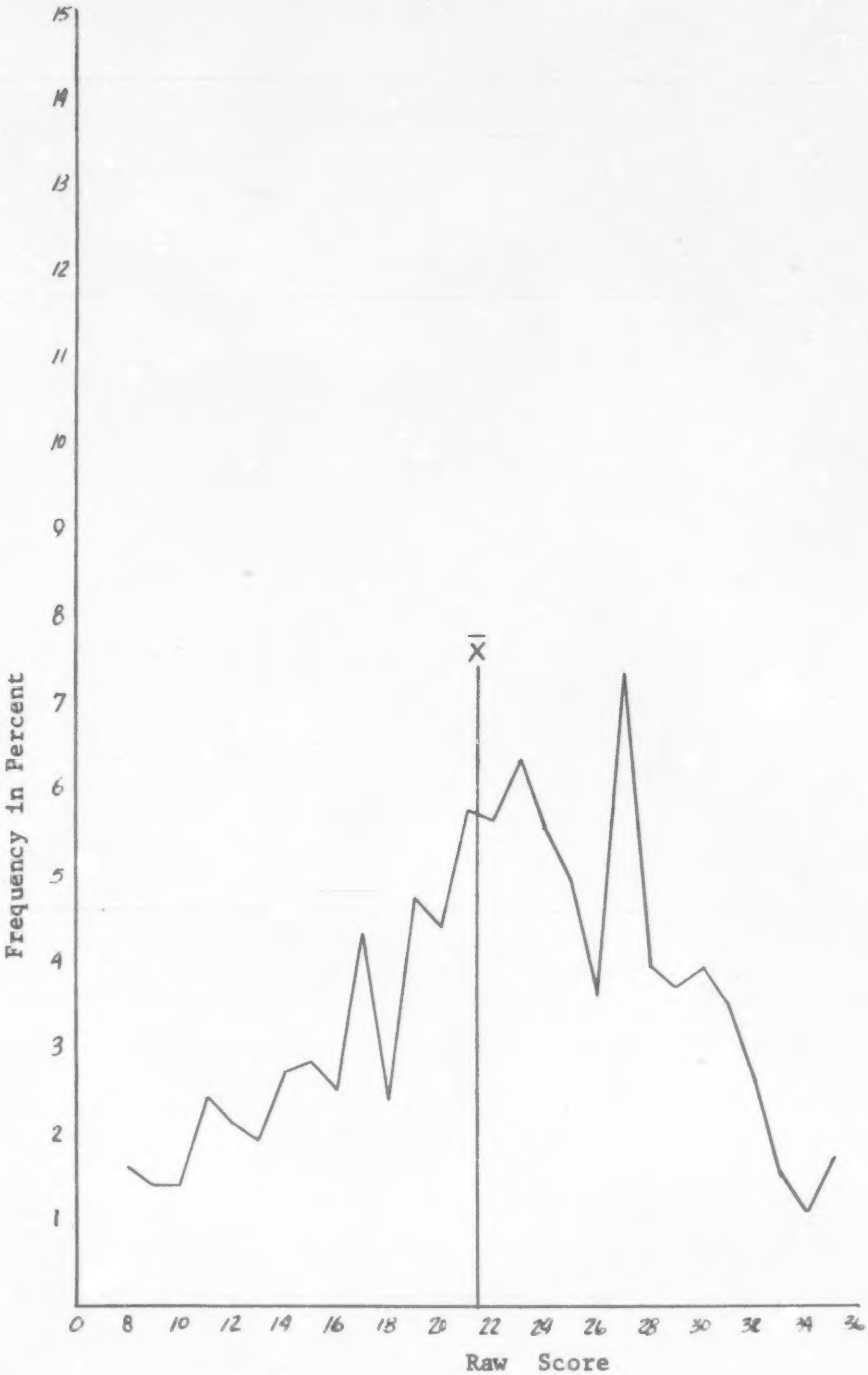


Mean 15.087
St. Dev. 5.185
Range 5 - 25
N 916

TOTAL SAMPLE
GRADES 4 - 12

TABLE 16

TEST 04 NEED FOR CHANGE IN SCHOOL CLIMATE
Subscale Need For Change In The Principal's Interest In Students (30)
Scoring - The closer the score to 35, the more need there is for change in the interest shown in students by the principal

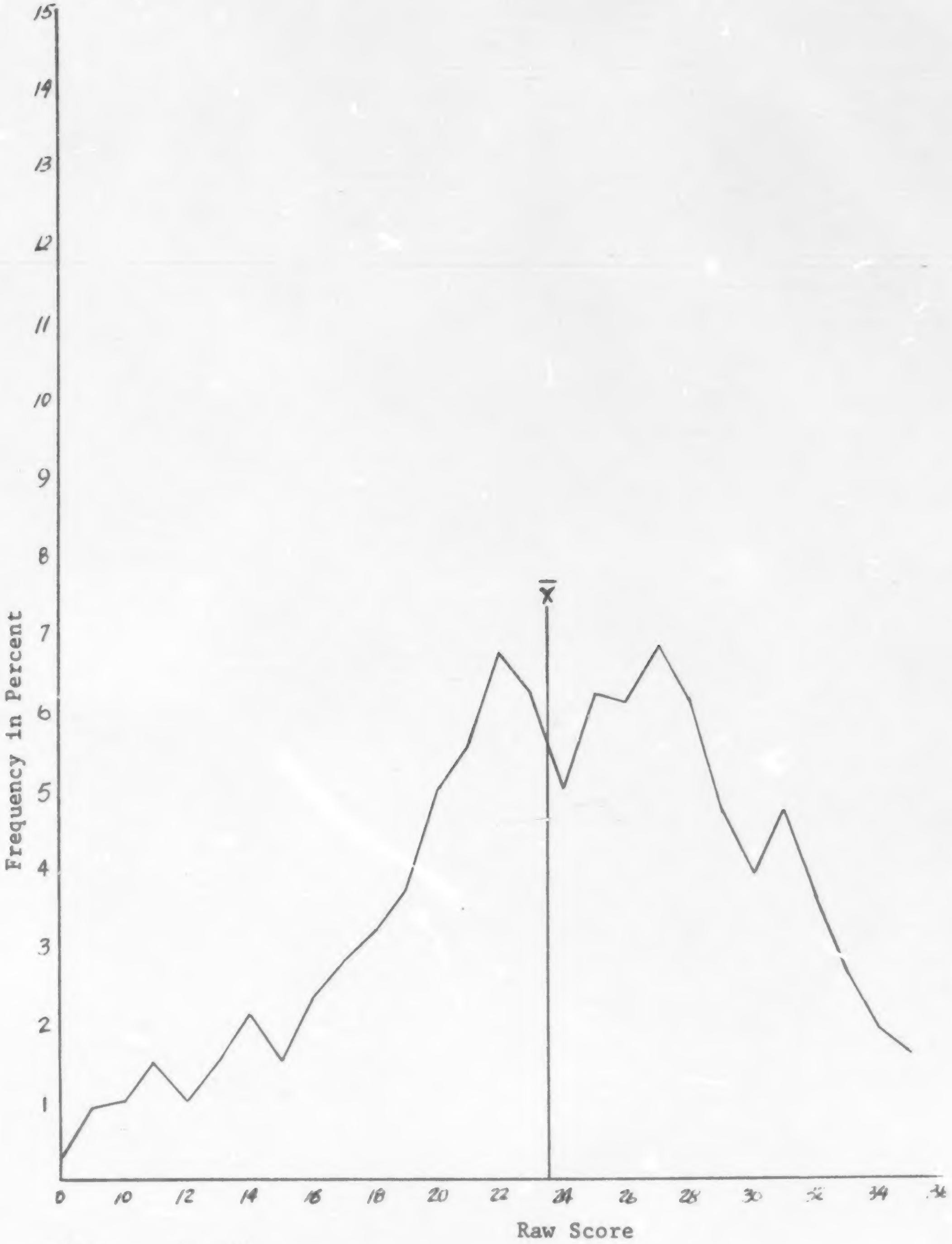


Mean	21.687
St. Dev.	7.142
Range	7 - 35
N	916

TOTAL SAMPLE
GRADES 4 - 12

TABLE 17

TEST 04 NEED FOR CHANGE IN SCHOOL CLIMATE
Subscale Need For Change In The Student Relations Among Students (31)
Scoring - The closer the score to 35, the more the need for change in the relationships among students.

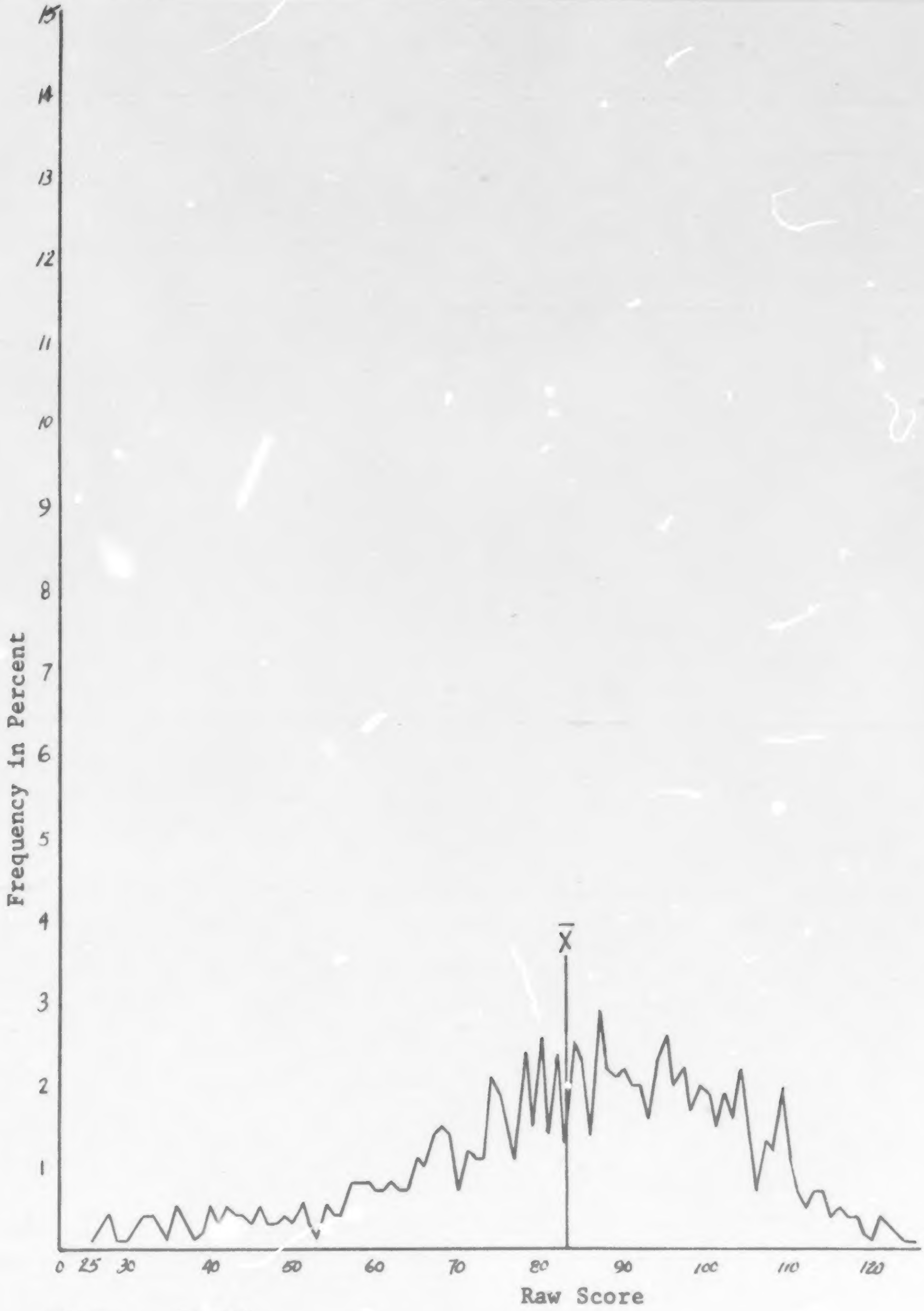


Mean 23.593
St. Dev. 6.307
Range 7 - 35
N 916

TOTAL SAMPLE
GRADES 4 - 12

TABLE 18

TEST 04 NEED FOR CHANGE IN SCHOOL CLIMATE
Subscale Need For Change in General School Climate (37)
Scoring - The closer the score to 125, the more need there seem to be for change in the general limate at the school.

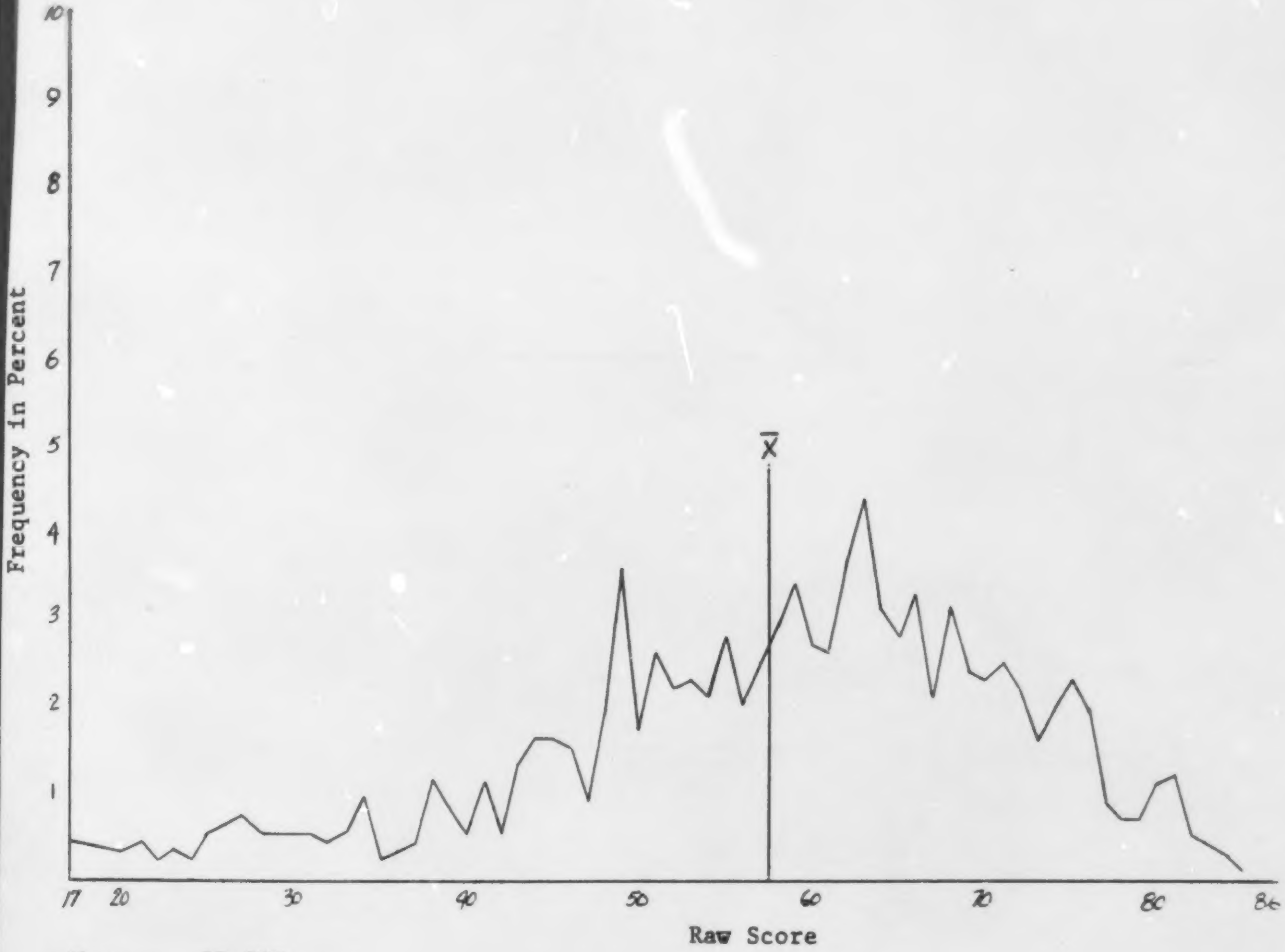


Mean 83.774
St. Dev. 19.565
Range 25 -125
N 916

TOTAL SAMPLE
GRADES 4 - 12

TABLE 19

TEST 04 NEED FOR CHANGE IN SCHOOL CLIMATE
Subscale Need For Change In The Treatment Of Students As Trusted, Responsible Persons. (38)
Scoring - The closer the score to 85, the more the need for change in the treatment of students as trusted, responsible persons.



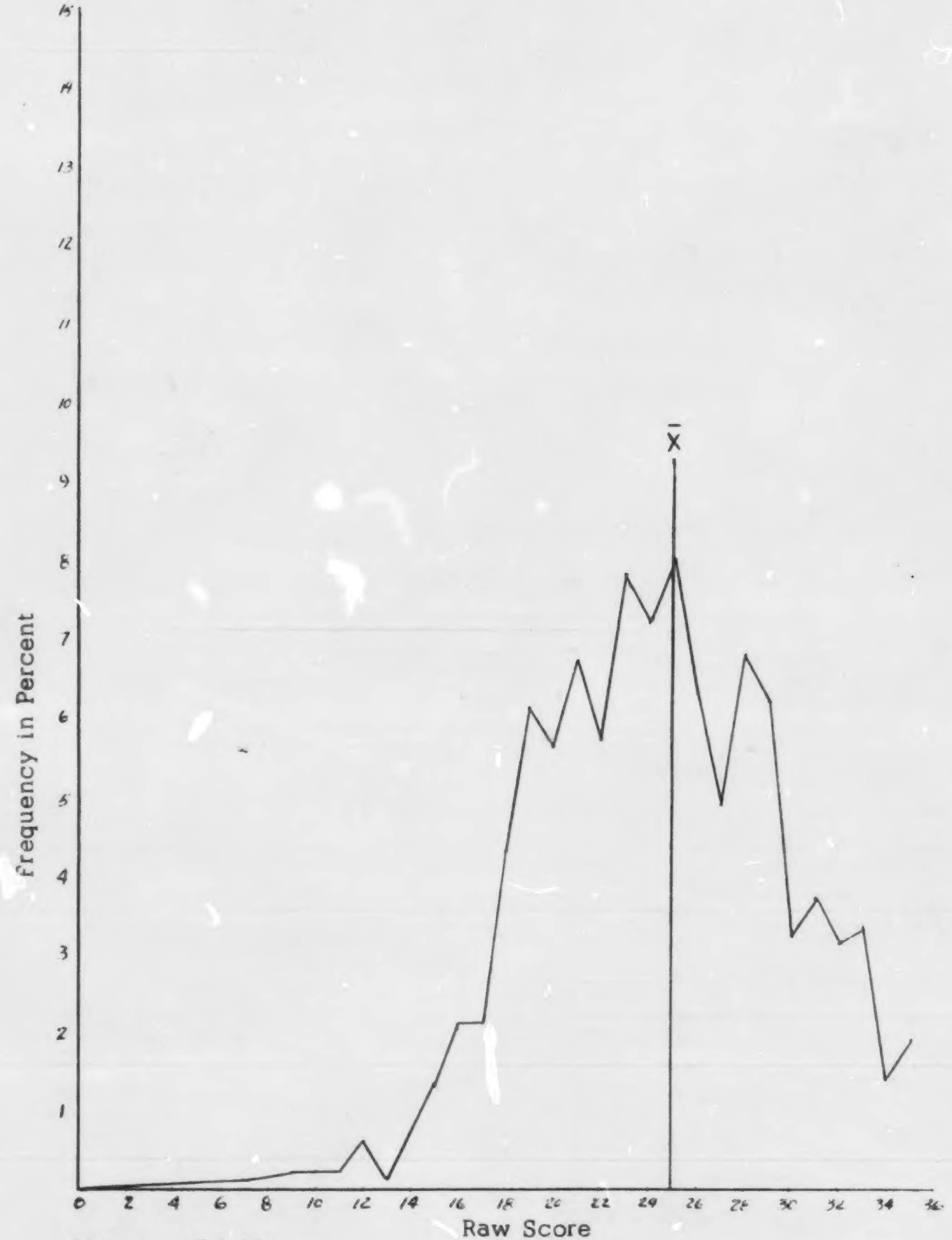
Mean	57.807
St. Dev.	13.671
Range	17 - 85
N	916

TOTAL SAMPLE
GRADES 4 - 12

TABLE 20

TEST 05 TEACHER/STUDENT/CLASS RELATIONSHIPS
Subscale Organization, Perserverance, and Competence In School Work (40)

Scoring - The closer the score to 35, the better organized and the more perservering and competent in school work you tend to be.



Mean	24.414
St. Dev.	5.124
Range	7 - 35
N	899

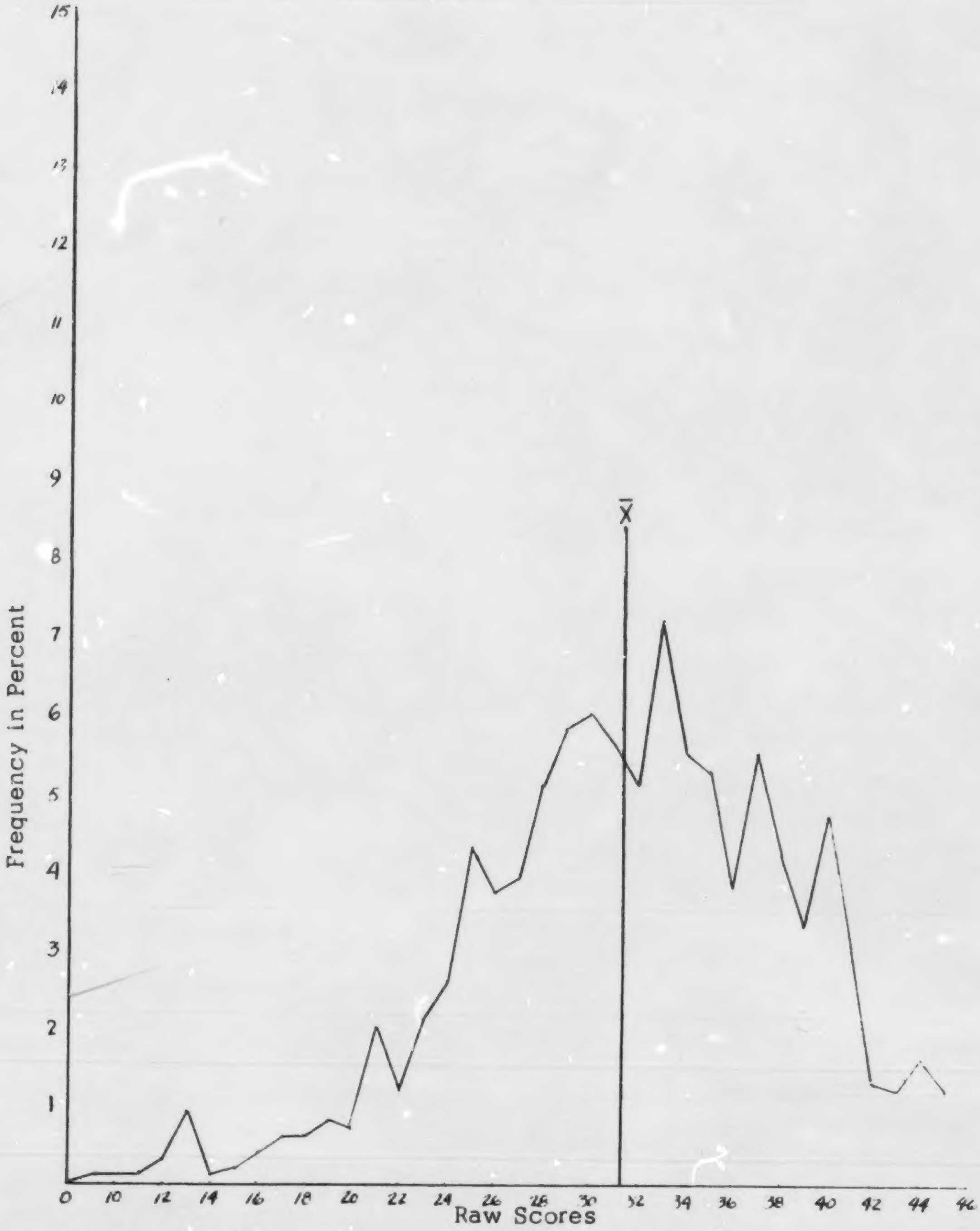
TOTAL SAMPLE
GRADES 4 - 12

TABLE 21

TEST 05 TEACHER/STUDENT/CLASS RELATIONSHIPS

Subscale Preference For Working With Other Students (41)

Scoring – The closer the score to 45, the greater your preference for working with others as opposed to working alone.

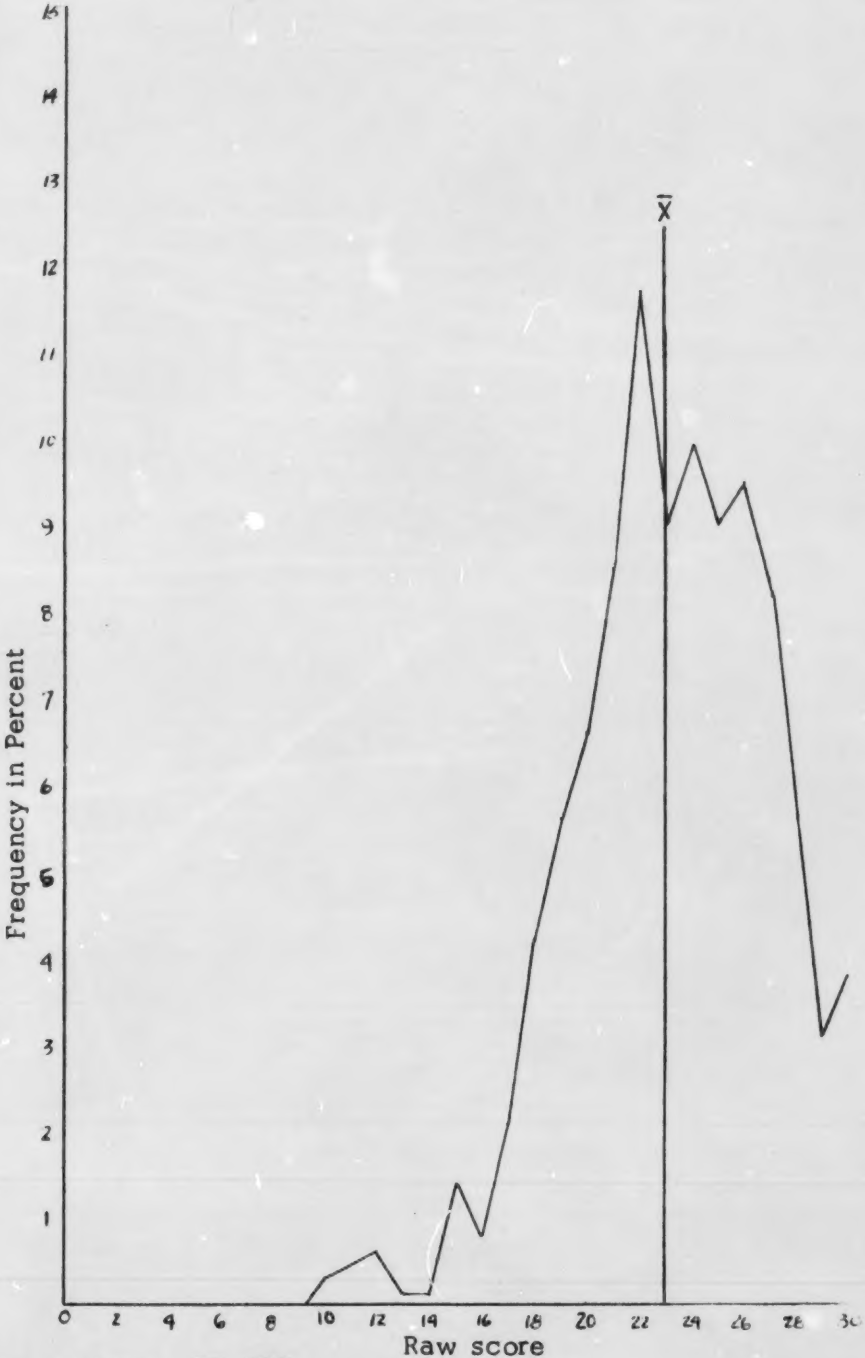


Mean	31.744
St. Dev.	6.623
Range	9 - 45
N	899

TOTAL SAMPLE
GRADES 4 - 12

TABLE 22

TEST 05 TEACHER/STUDENT/CLASS RELATIONSHIPS
Subscale Confidence In Ability To Do Well In School (43)
Scoring - The closer the score to 30, the more confident you are in your ability to do well in school



Mean	23.283
St. Dev.	3.664
Range	10-30
N	899

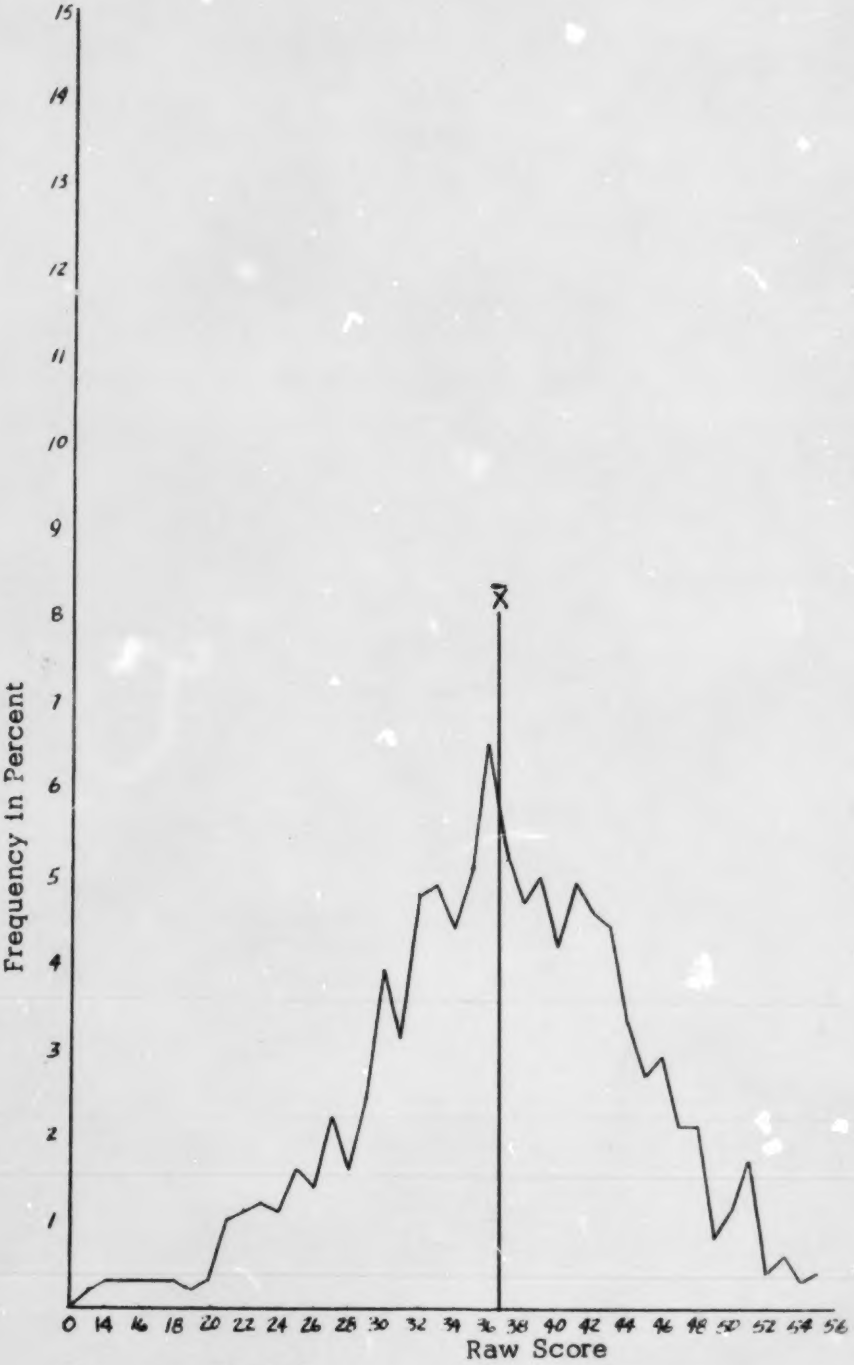
TOTAL SAMPLE
GRADES 4 - 12

TABLE 23

TEST 05 TEACHER/STUDENT/CLASS RELATIONSHIPS

Subscale Attentiveness, Concentration, and Self-Discipline (44) In School Work.

Scoring - The closer the score to 55, the more attentive and self-disciplined you are in school work.



Mean 36.704
St. Dev. 7.660
Range 13 - 55
N 899

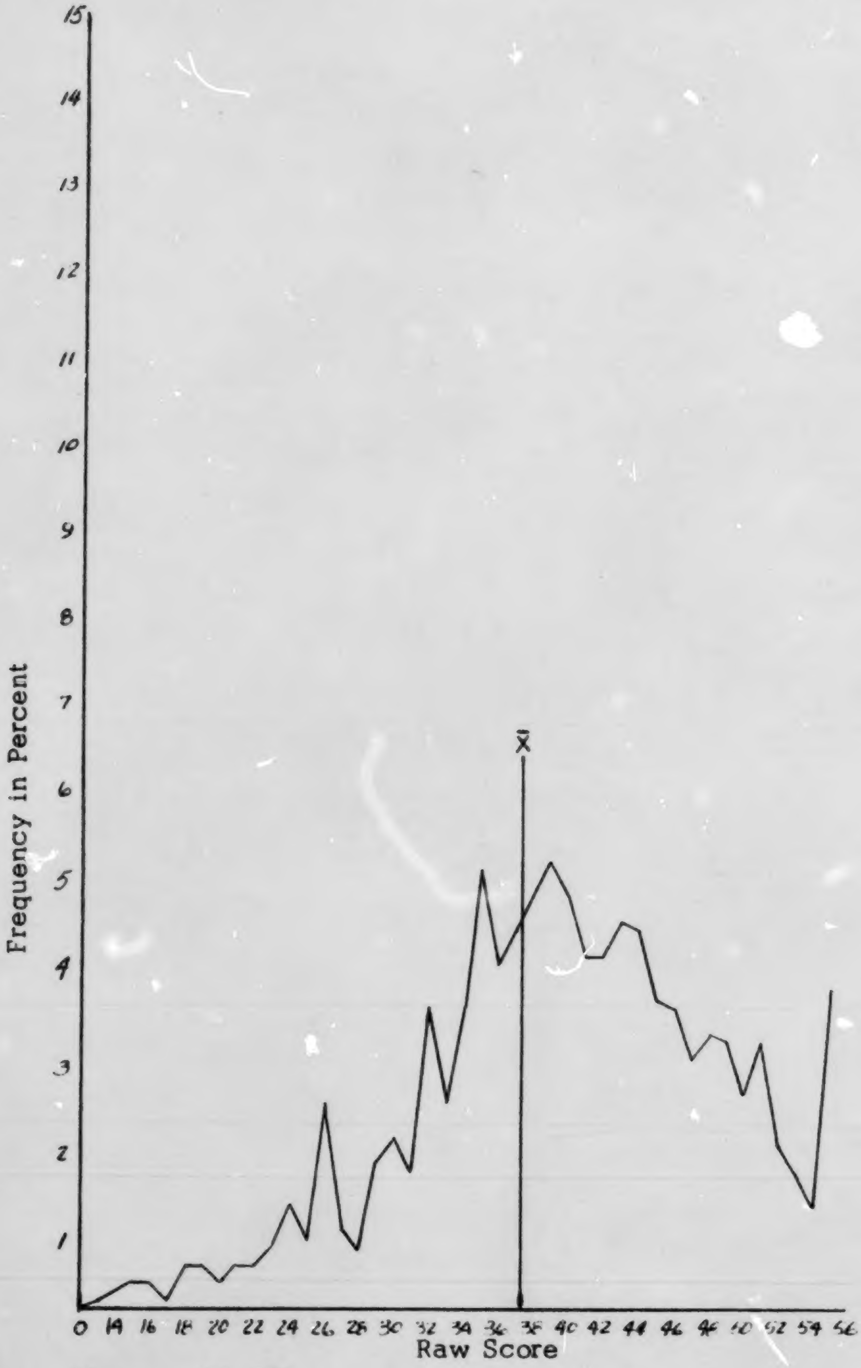
TOTAL SAMPLE
GRADES 4 - 12

TABLE 24

TEST 06 & 07 TEACHER/ME RELATIONSHIPS

Subscale Teacher Interest In Individual Students (49)

Scoring - The closer the score to 55, the more the teacher shows interest in and provision for individual students.

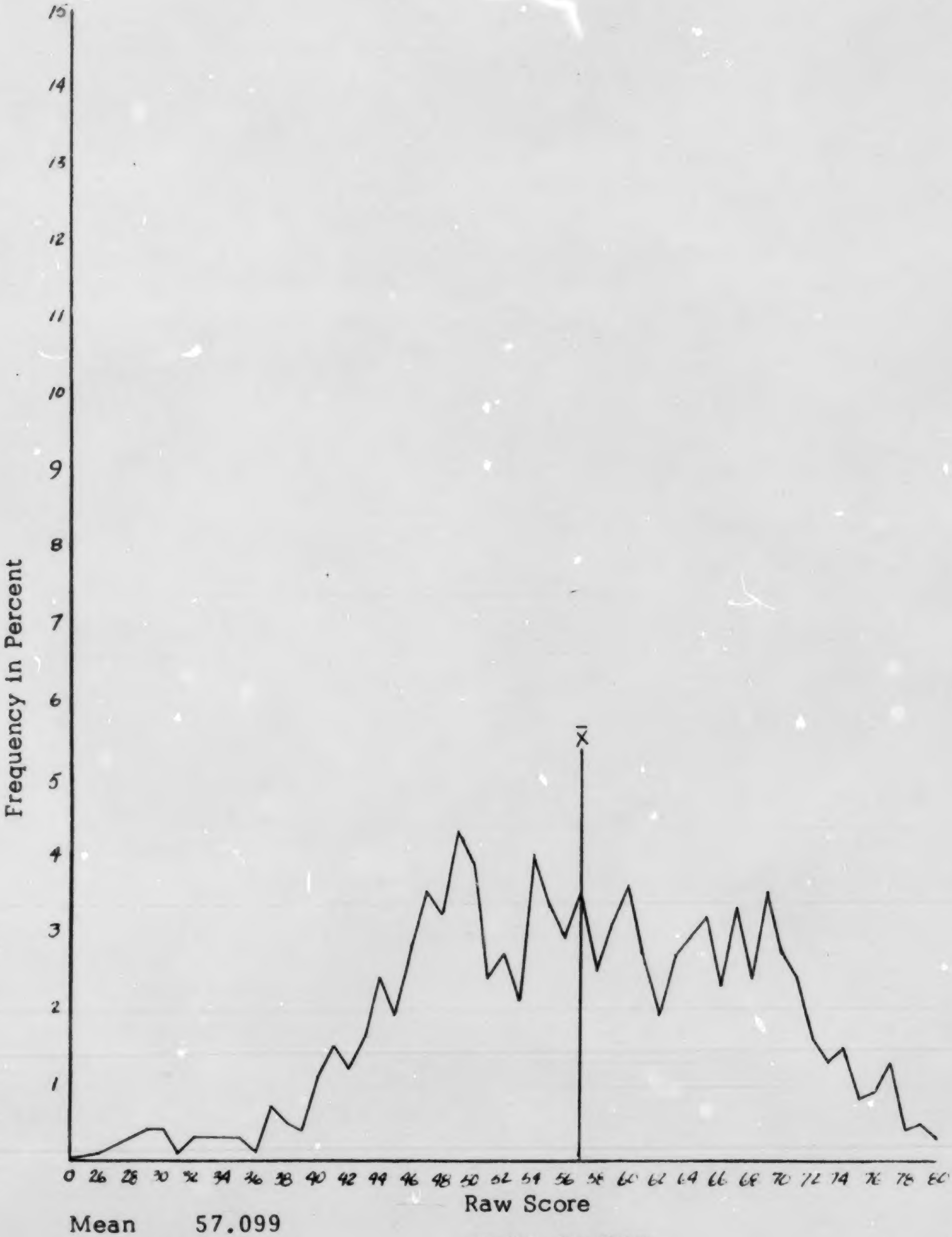


Mean	39.801
St. Dev.	8.556
Range	13 - 55
N	748

TOTAL SAMPLE
GRADES 4 - 12

TABLE 25

TEST 06 & 07 TEACHER/ ME RELATIONSHIPS
Subscale Teacher Relationships With The Student (50)
Scoring - The closer the score to 80, the better the student-teacher relationship.



Mean	57.099
St. Dev.	10.646
Range	26 - 80
N	748

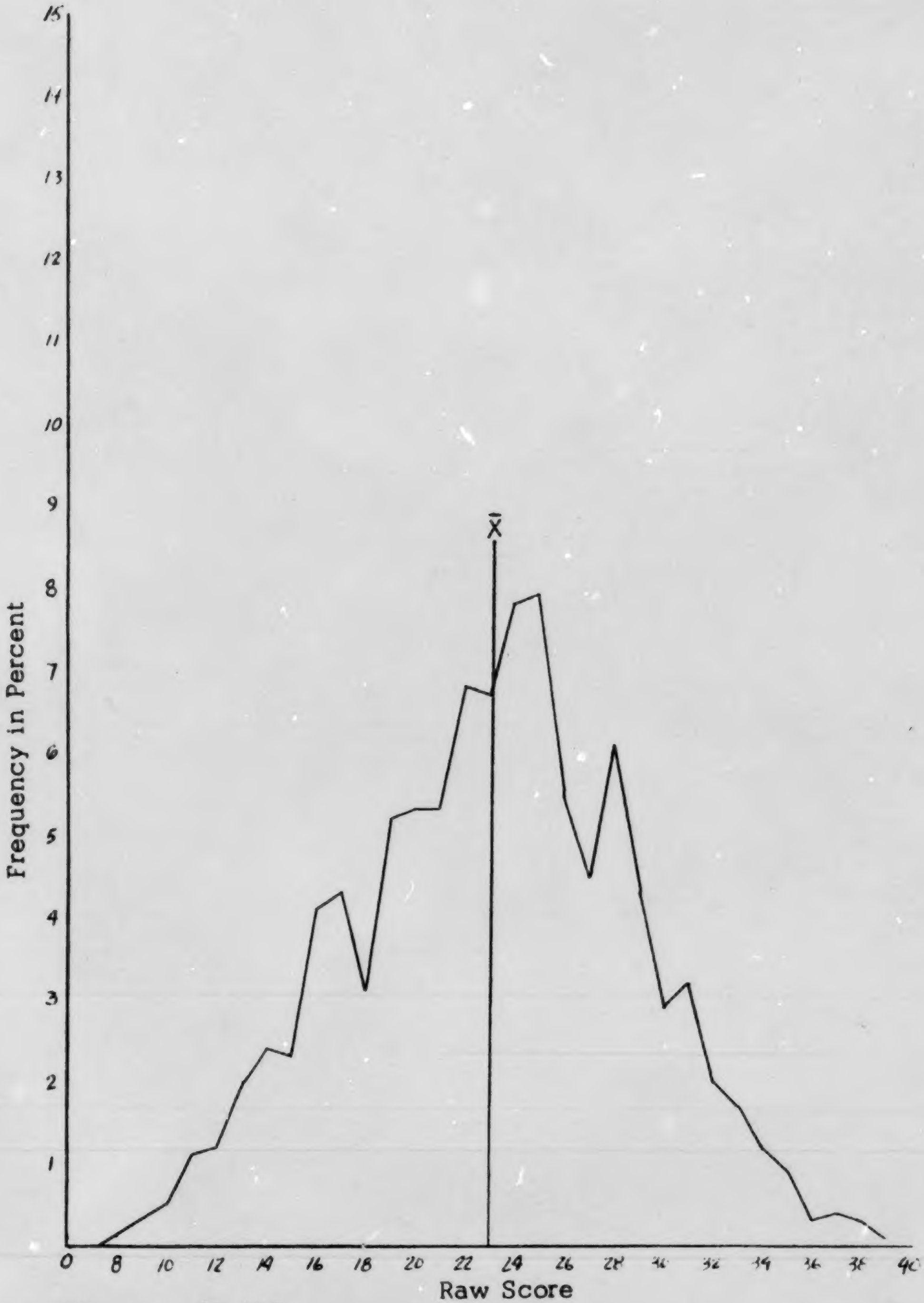
TOTAL SAMPLE
GRADES 4 - 12

TABLE 26

TEST 06 & 07 TEACHER / ME RELATIONSHIPS

Subscale Student Involvement In Choosing and Planning Work (51)

Scoring - The closer the score to 40, the more students seem to be involved in planning work.

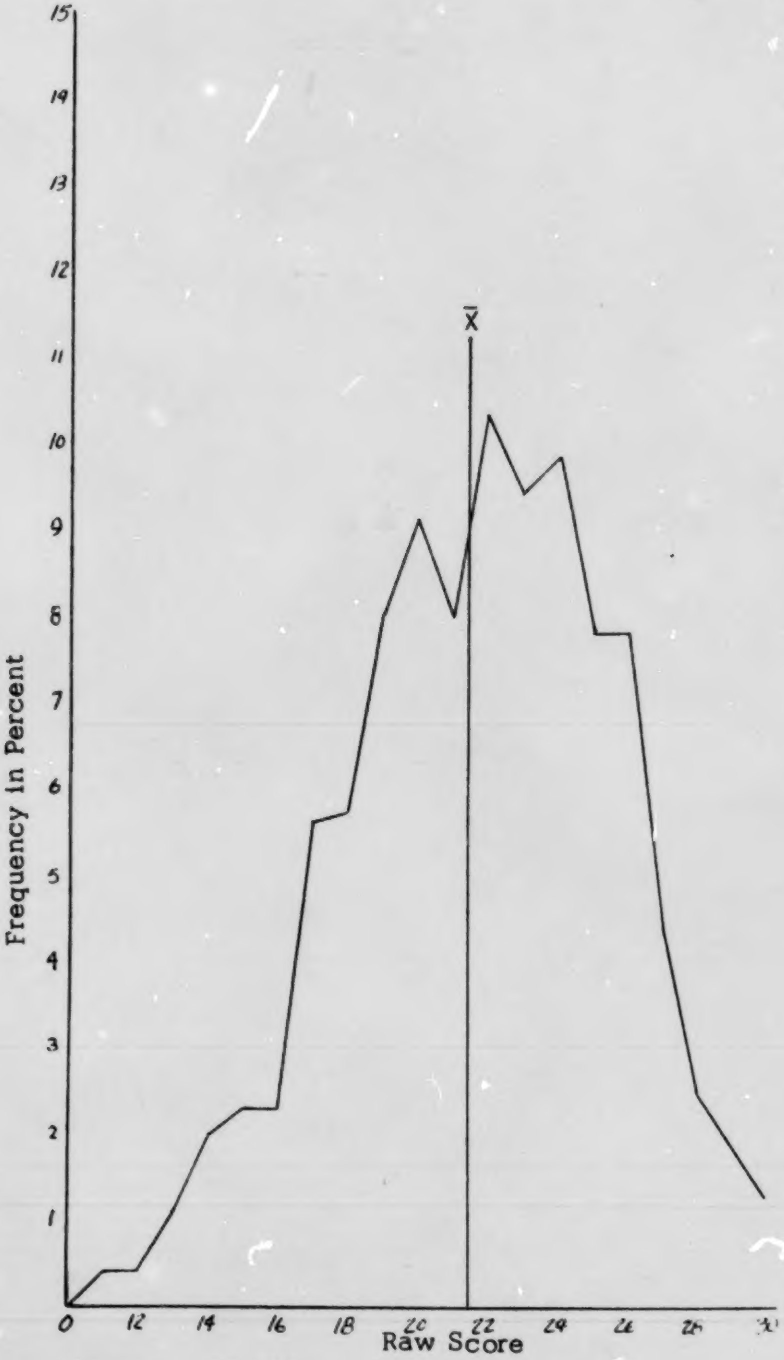


Mean	23.128
St. Dev.	5.712
Range	8 - 39
N	748

TOTAL SAMPLE
GRADES 4 - 12

TABLE 27

TEST 06 & 07 TEACHER / ME RELATIONSHIPS
Subscale Attitude Toward Grades In School (52)
Scoring - The closer the score to 30, the more positive you feel about grades in school.

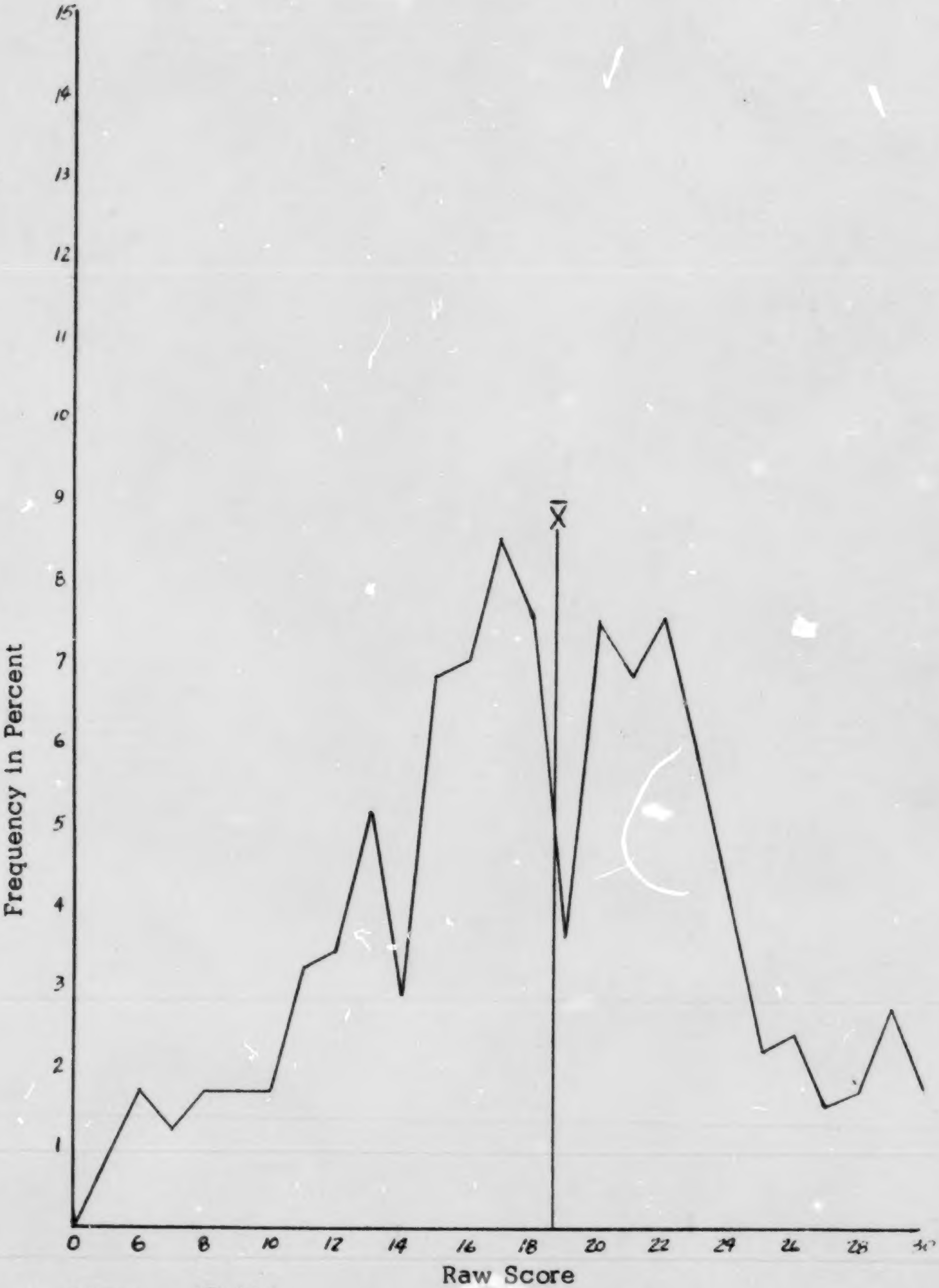


Mean	21.793
St. Dev.	9.586
Range	11 - 30
N	748

TOTAL SAMPLE
GRADES 4 - 12

TABLE 28

TEST 08 & 09 TEACHER / STUDENT / CLASS RELATIONSHIPS
Subscale Teacher Temperament (54)
Scoring - The closer the score to 30, the better the temperament.

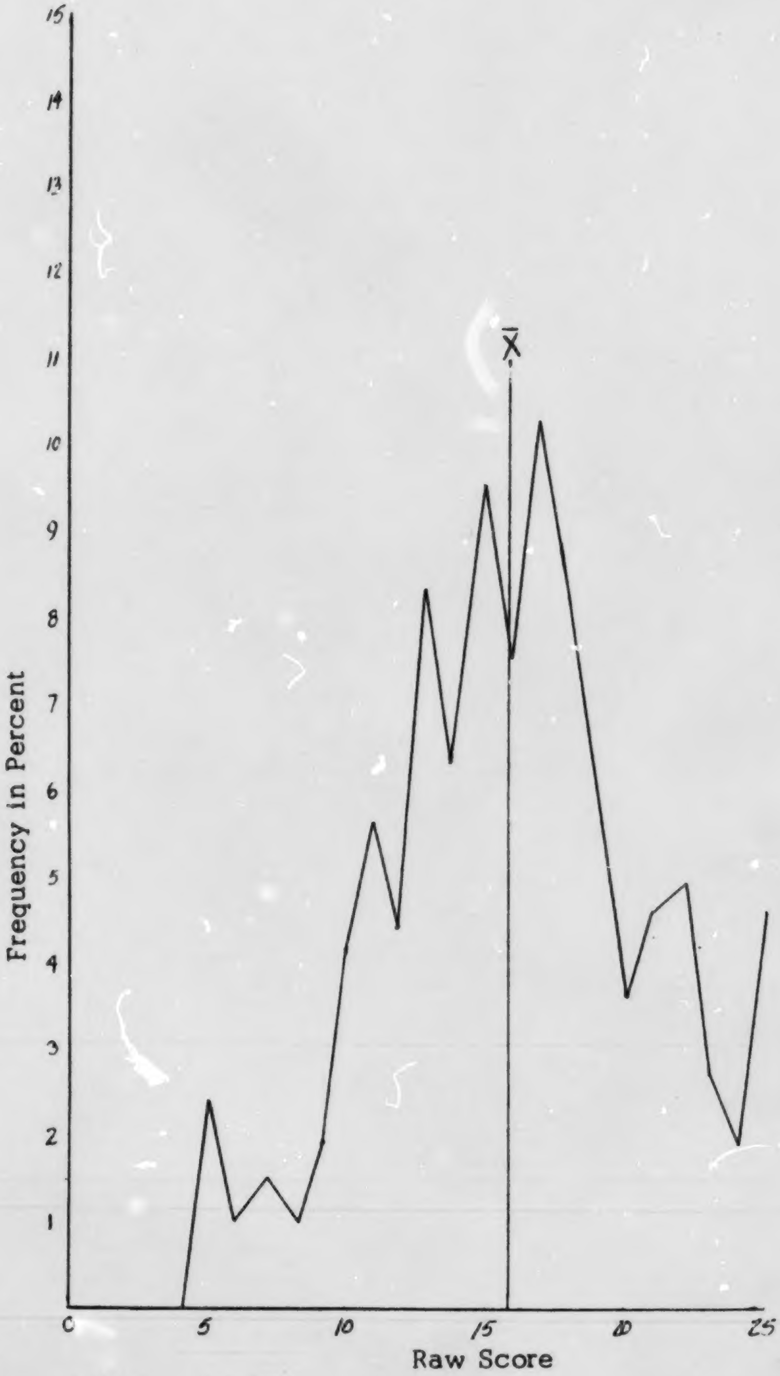


Mean 18.354
St. Dev. 5.458
Range 6 - 30
N 412

TOTAL SAMPLE
GRADES 4 - 12

TABLE 29

TEST 08 & 09 TEACHER / STUDENT / CLASS RELATIONSHIPS
Subscale Teacher Fairness (55)
Scoring - The closer the score to 25, the more the teacher is perceived to be fair.



Mean 15.985
St. Dev. 4.701
Range 5 - 25
N 412

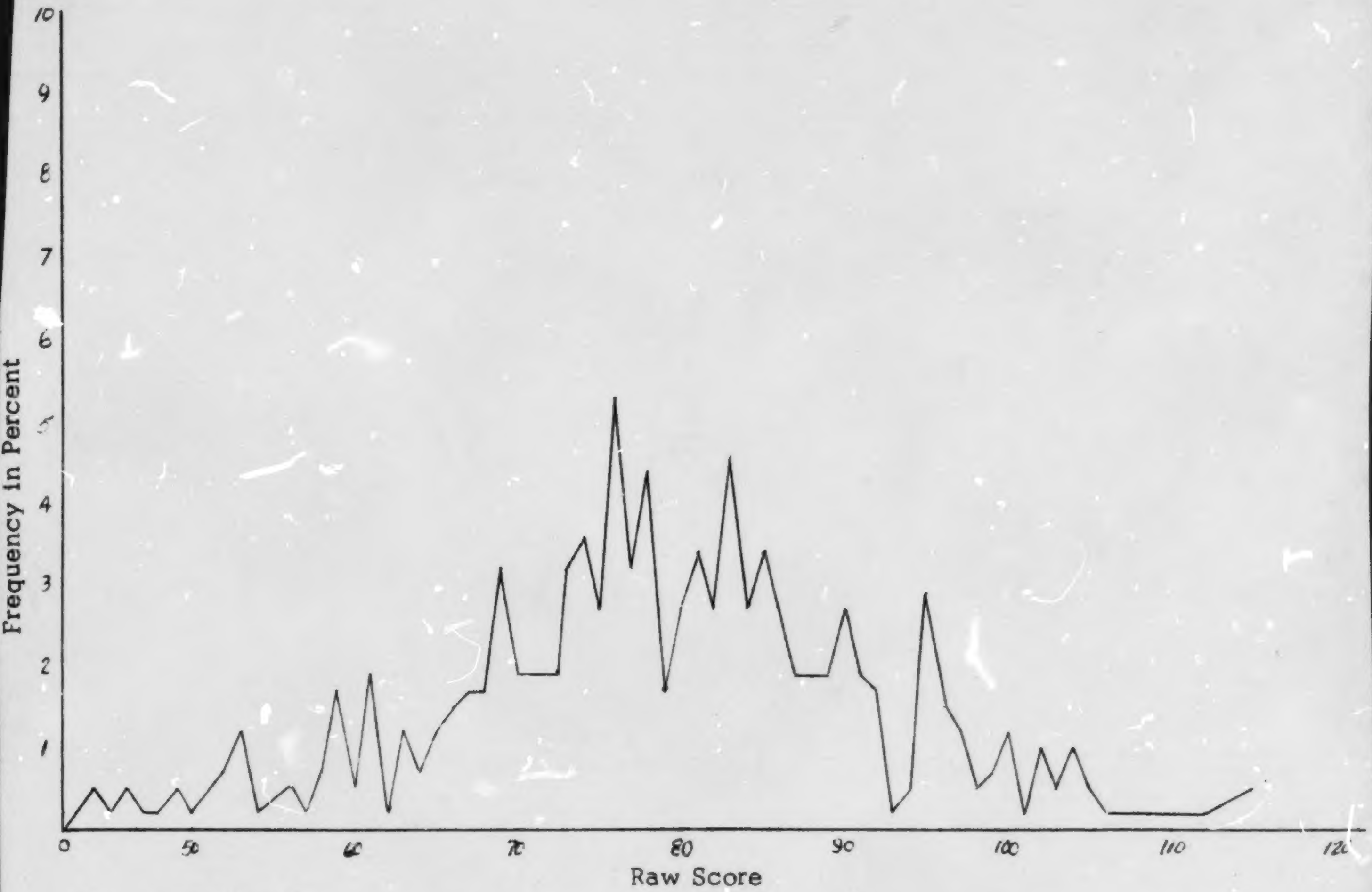
TOTAL SAMPLE
GRADES 4 - 12

TABLE 30

TEST 08 & 09 TEACHER/STUDENT/CLASS RELATIONSHIP

Subscale Teacher Dominance And Control (56)

Scoring - The closer the score to 115, the more the teacher dominates class time and discussion.



Mean	78.808
St. Dev.	13.300
Range	42 - 115
N	412

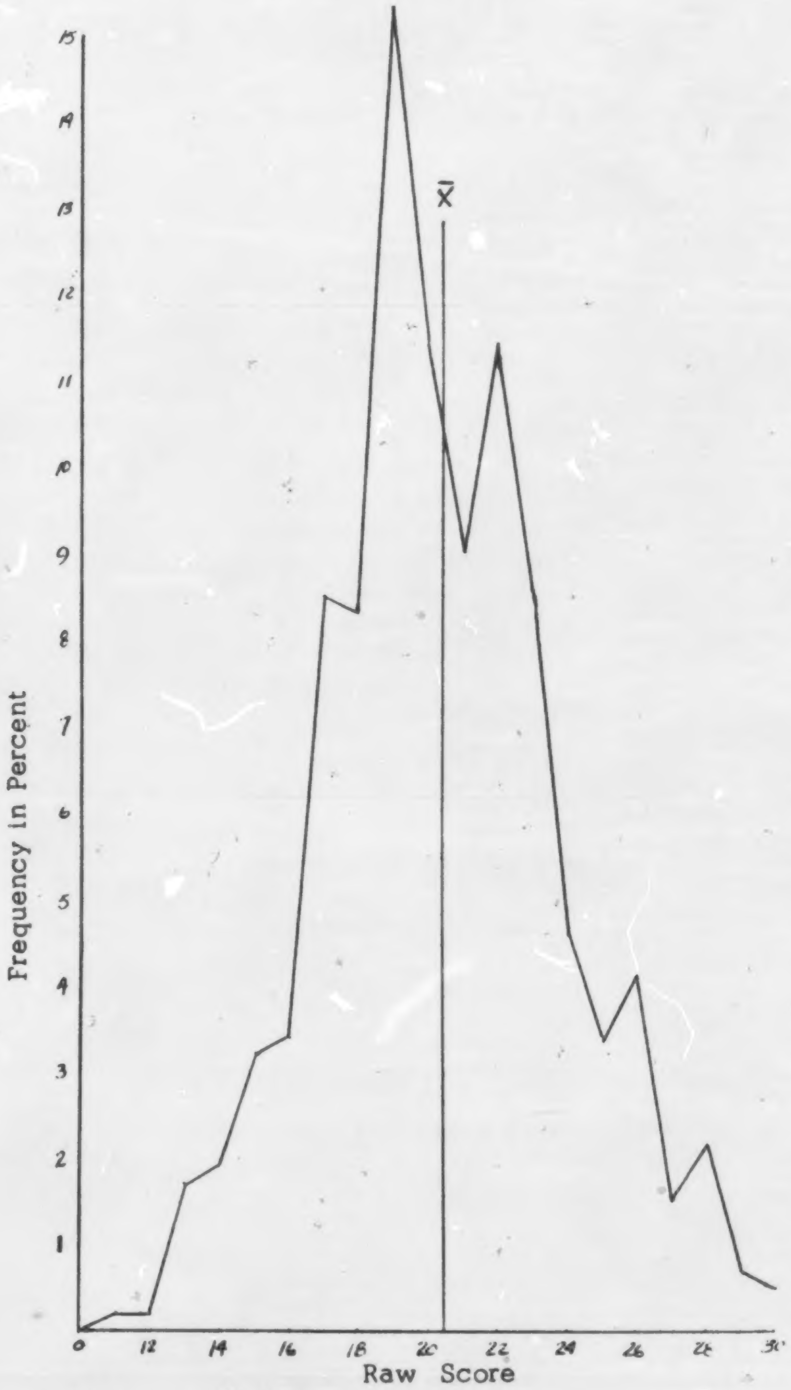
TOTAL SAMPLE
GRADES 4 - 12

TABLE 31

TEST 08 & 09 TEACHER / STUDENT / CLASS RELATIONSHIPS

Subscale Opportunities To Work With Other Students (60)

Scoring - The closer the score to 30, the more opportunity and preference for learning from others.



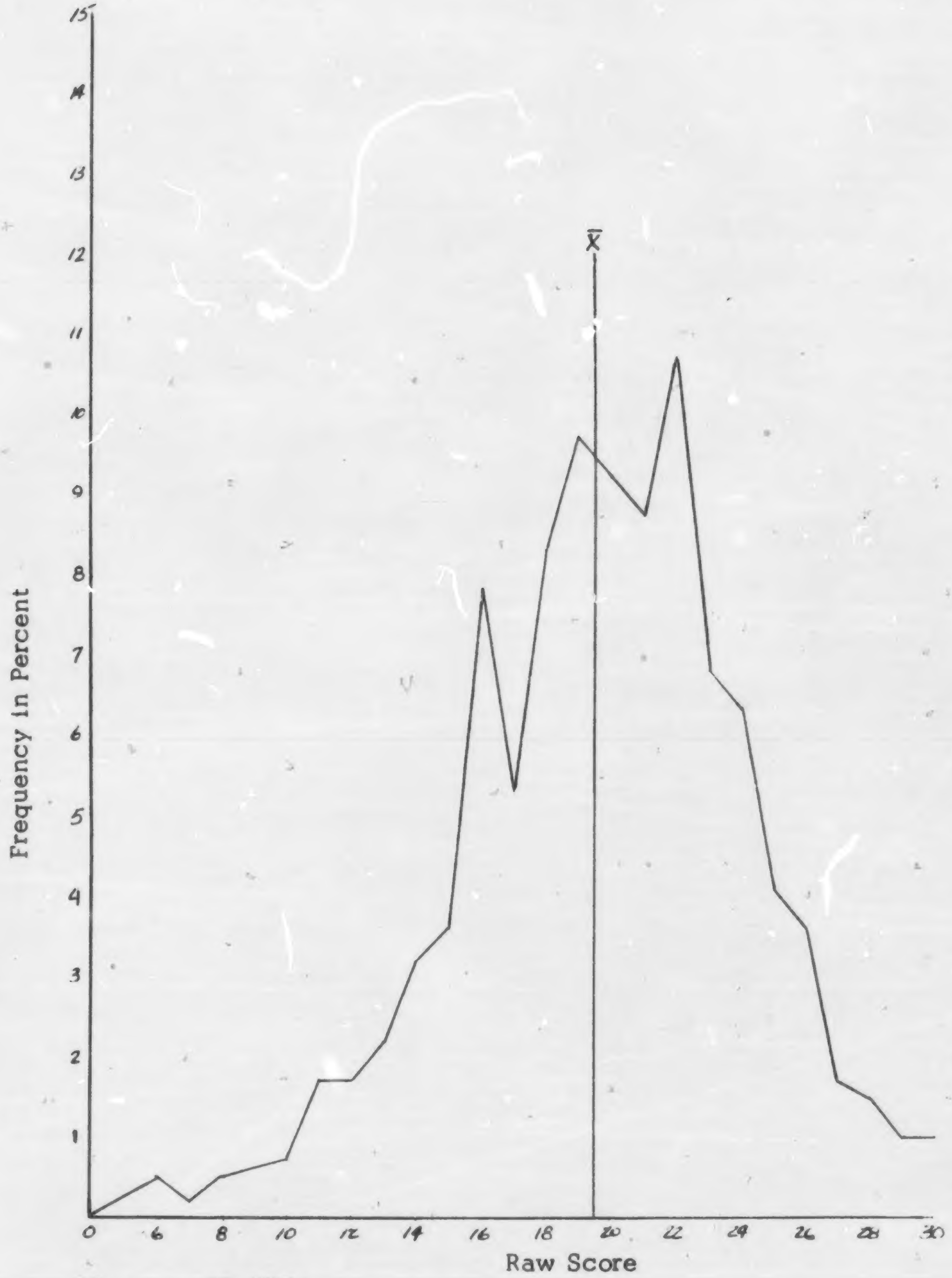
Mean	20.442		
St. Dev.	3.447	TOTAL SAMPLE	
Range	11 - 30	GRADES 4 - 12	
N	412		

TABLE 32

TEST 08 & 09 TEACHER / STUDENT / CLASS RELATIONSHIPS

Subscale Teacher Competence (61)

Scoring - The closer the score to 30, the more competent the teacher.

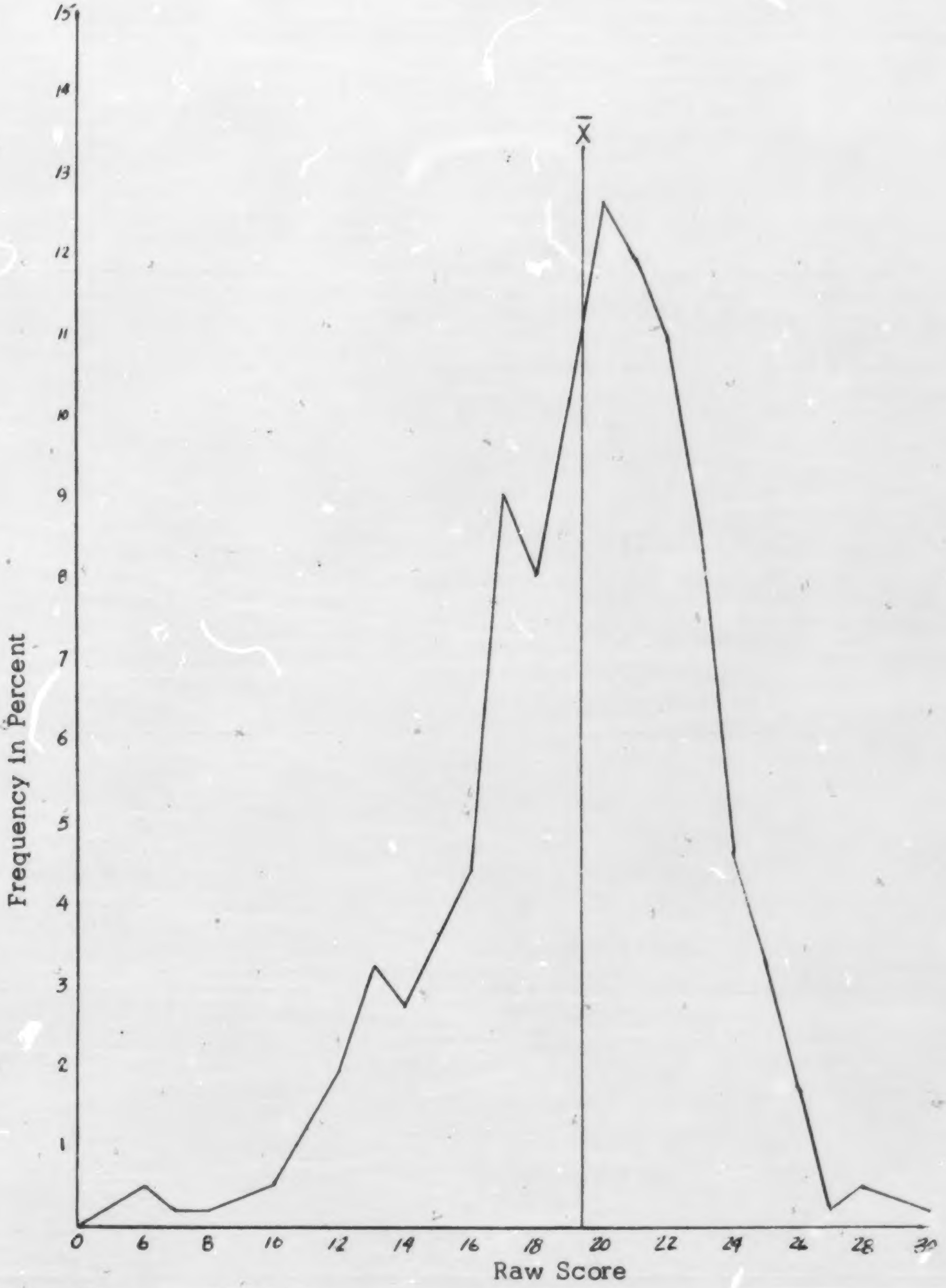


Mean 19.825
St. Dev. 4.305
Range 6 - 30
N 412

TOTAL SAMPLE
GRADES 4 - 12

TABLE 33

TEST 08 & 09 TEACHER/STUDENT/CLASS RELATIONSHIPS
Subscale Student Freedom And Responsibility (62)
Scoring - The closer the score to 30, the more student freedom and responsibility there seems to be.

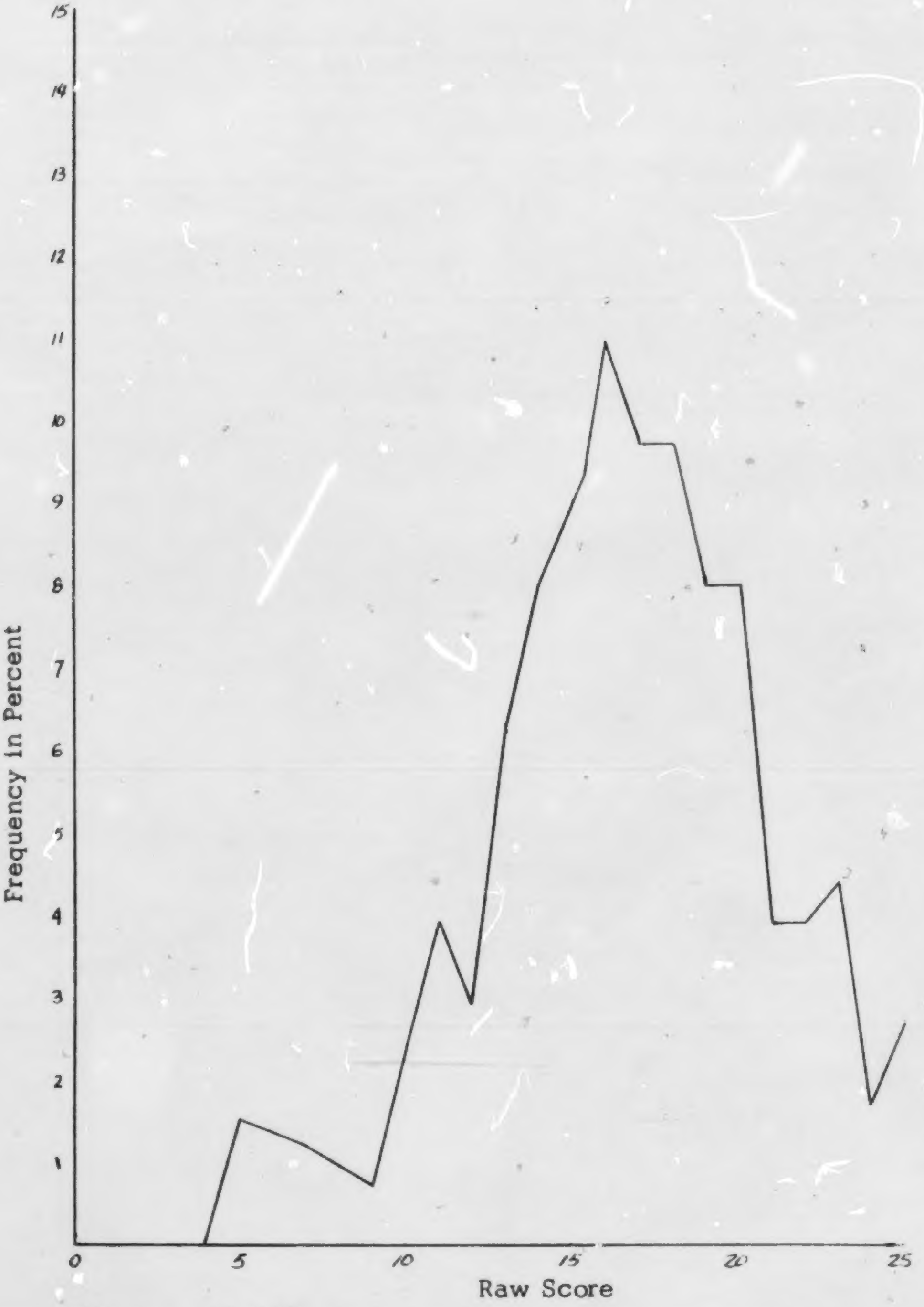


Mean	19.405
St. Dev.	3.685
Range	6 - 30
N	412

TOTAL SAMPLE
GRADES 4 - 12

TABLE 34

TEST 08 & 09 TEACHER/STUDENT/CLASS RELATIONSHIPS
Subscale Teacher Understanding. Patience, and Trust. (64)
Scoring - The closer the score to 25, the more patient and understanding the teacher is perceived to be with kids.



Mean	16.648
St. Dev.	4.128
Range	5 - 25
N	412

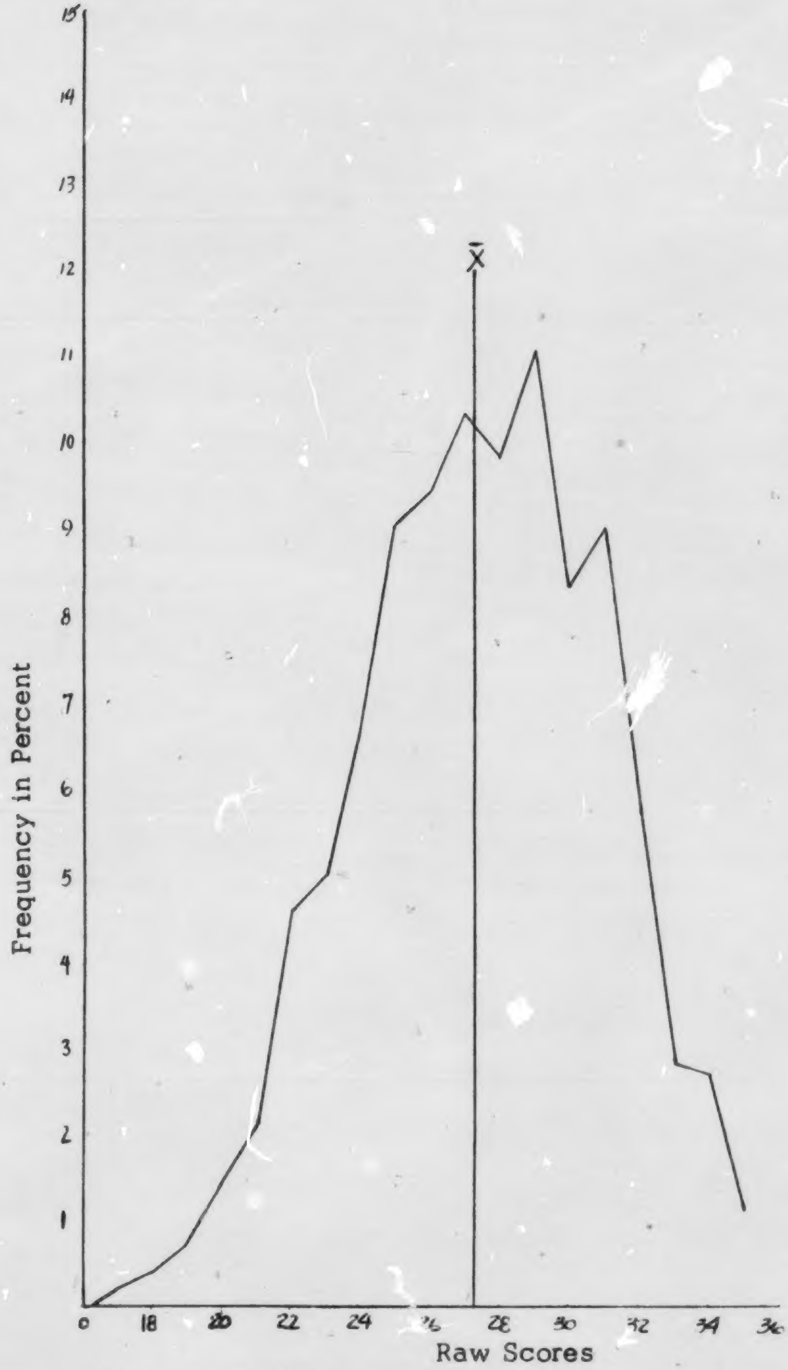
TOTAL SAMPLE
GRADES 4 - 12

TABLE 35

TEST 10 TEACHER/STUDENT ROLES

Subscale Curriculum Based On Student Needs And Interests. (67)

Scoring - The closer the score to 35, the more student centered the philosophy.



Mean	27.420
St. Dev.	3.518
Range	17 - 35
N	564

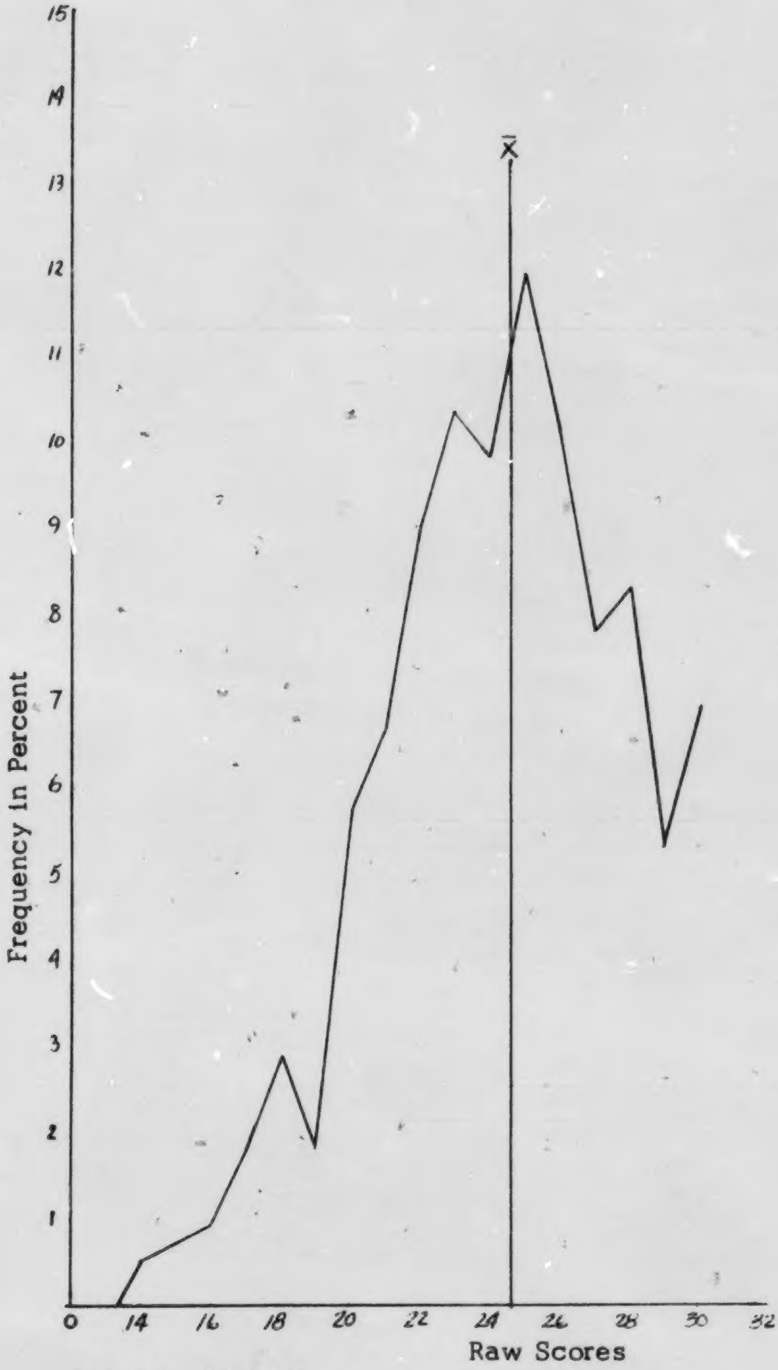
TOTAL SAMPLE
GRADES 4 - 12

TABLE 36

TEST 10 TEACHER/STUDENT ROLES

Subscore Student Initiative And Independence. (68)

Scoring - The closer the score to 30, the more students show initiative and independence.



Mean	24.294
St. Dev.	3.504
Range	14 - 30
N	564

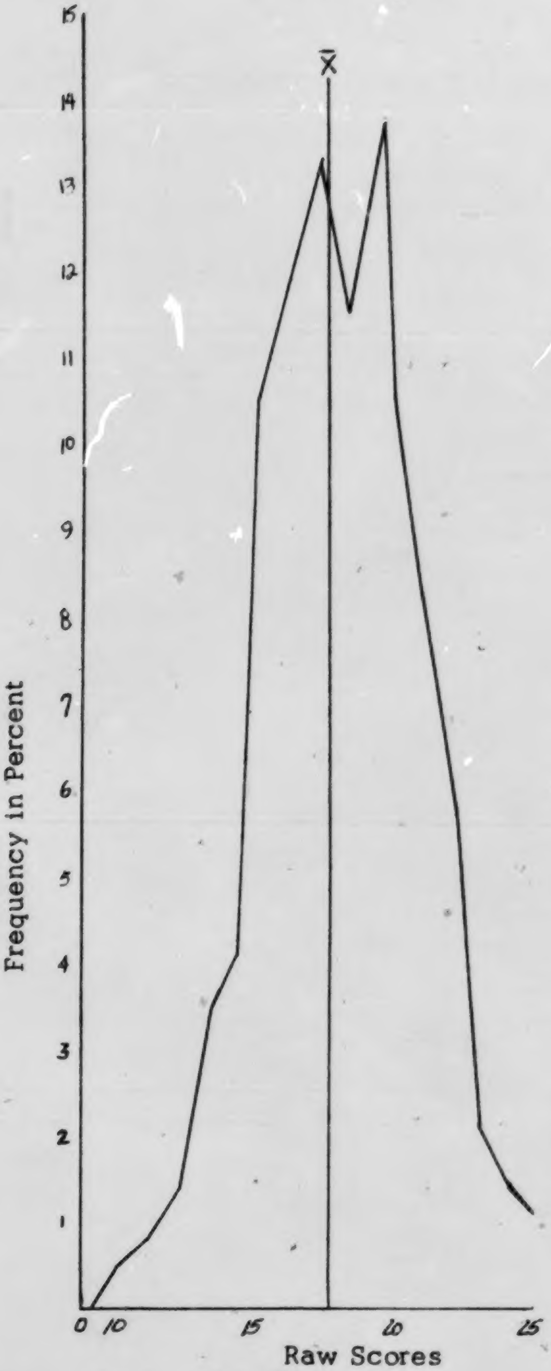
TOTAL SAMPLE
GRADES 4 - 12

TABLE 37

TEST 10 TEACHER / STUDENT ROLES

Subscale Curriculum Based on Solving Real Life Problems. (69)

Scoring - The closer the score to 25, the more educational goals tend to center around life problems and solutions.

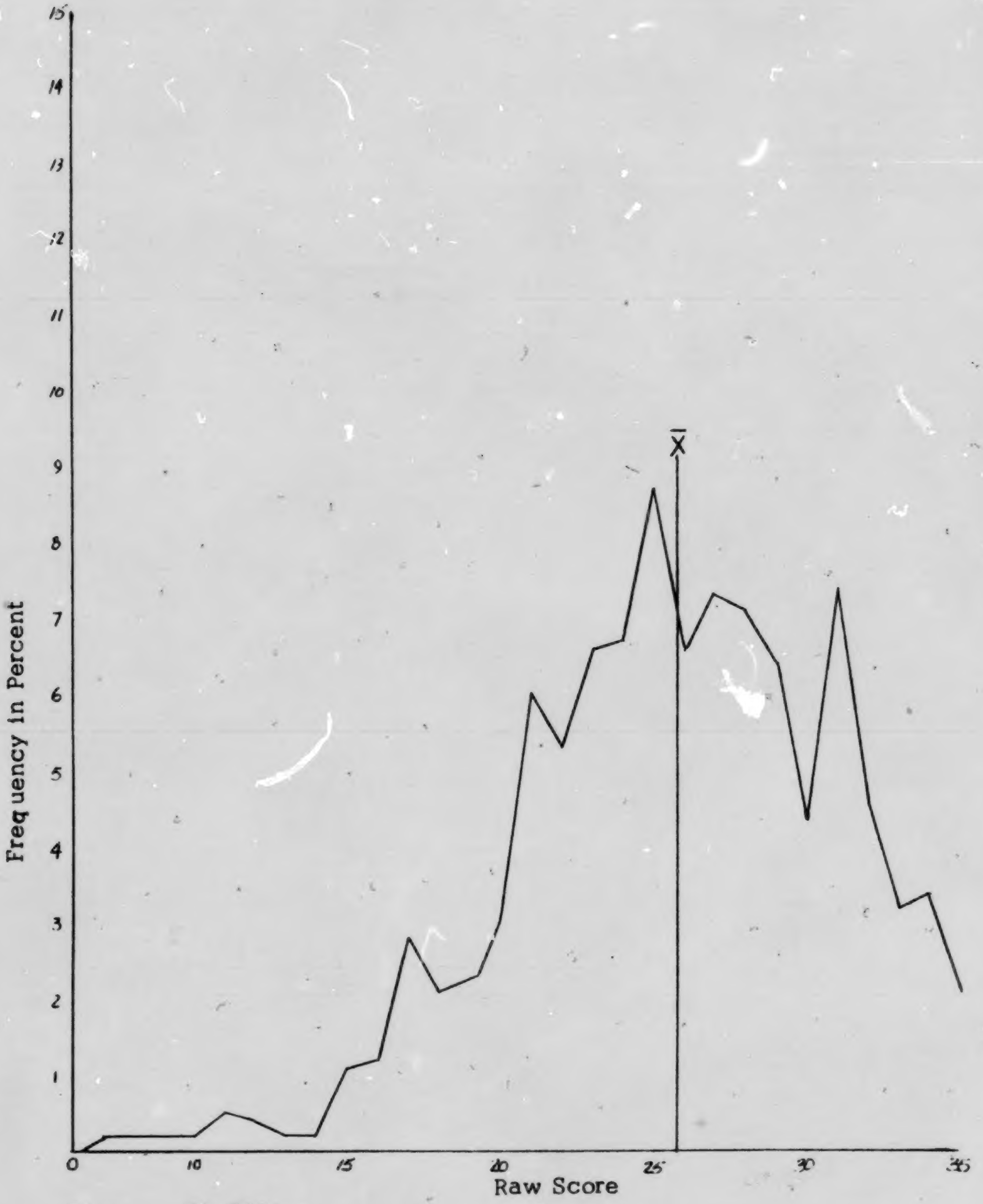


Mean	17.881
St. Dev.	2.837
Range	10 - 25
N	564

TOTAL SAMPLE
GRADES 4 - 12

TABLE 38

TEST 10 TEACHER / STUDENT ROLES
Subscale Agreement With Traditional Classroom Values. (71)
Scoring - The closer the score to 35, the more traditional values are held in high regard.



Mean 25.739
St. Dev. 5.082
Range 7 - 35
N 564

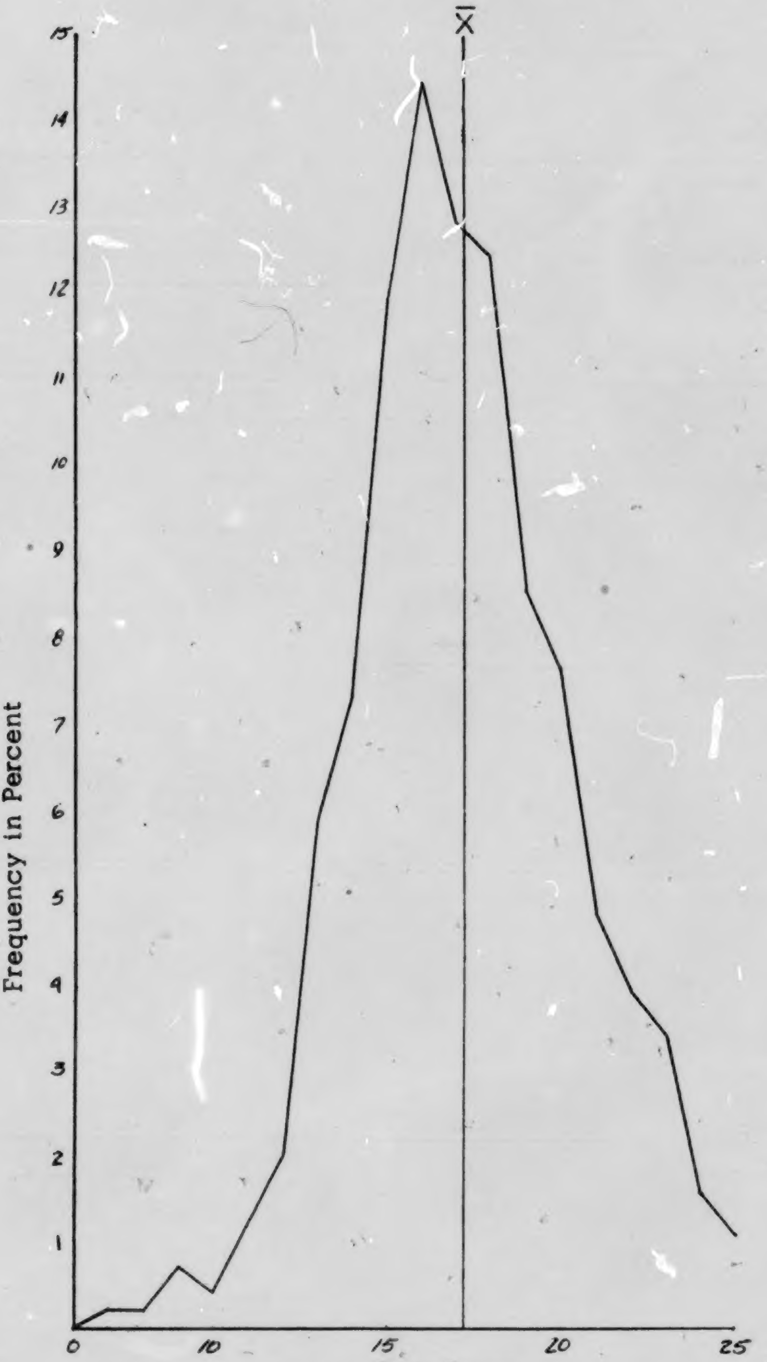
TOTAL SAMPLE
GRADES 4 - 12

TABLE 39

TEST 10 TEACHER / STUDENT ROLES

Subscale Teacher Support of Independent Activities. (73)

Scoring - The closer the score to 25, the more teachers would support student plans and individual activity.

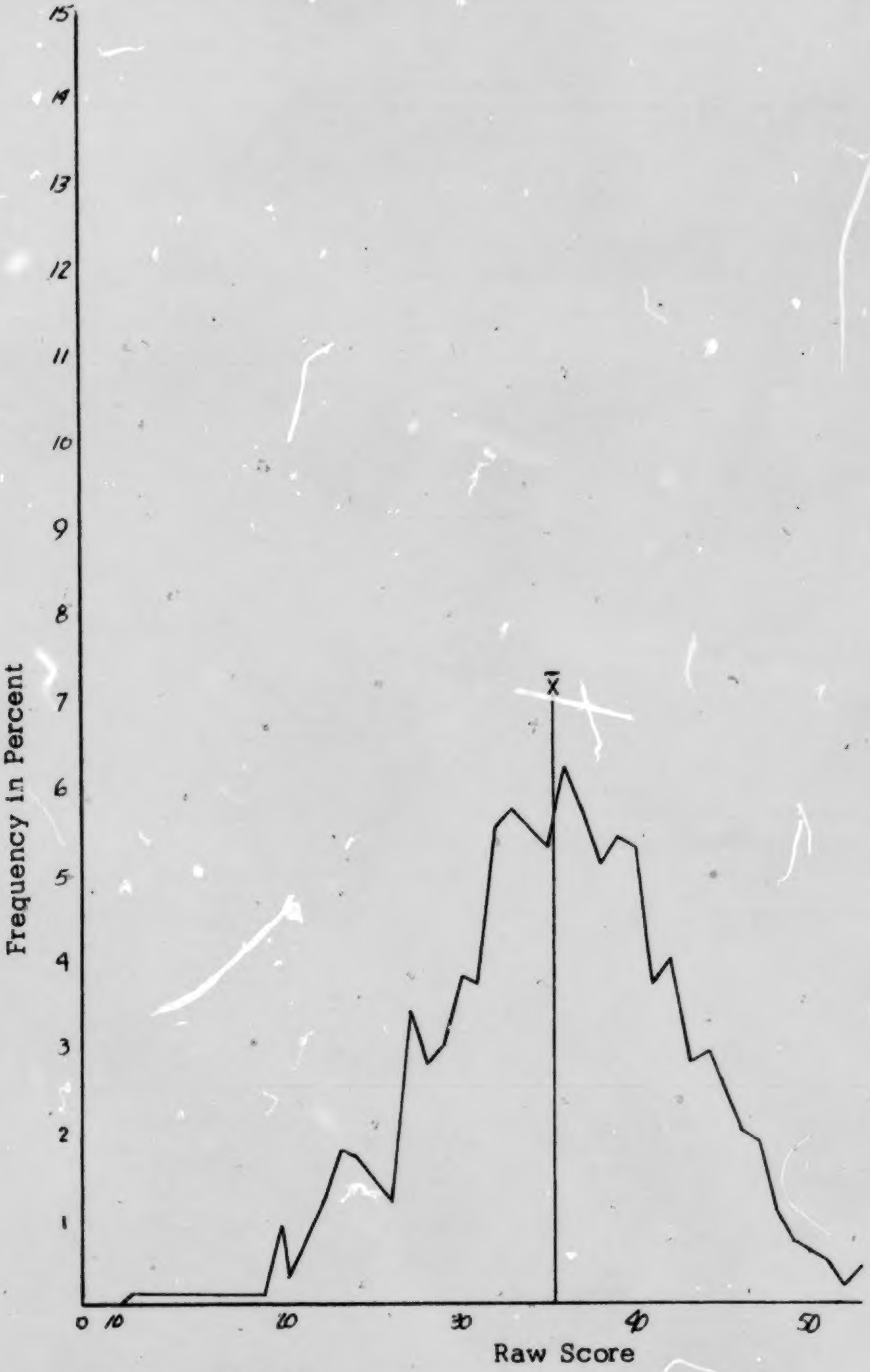


Mean	17.188
St. Dev.	3.105
Range	7 - 25
N	564

TOTAL SAMPLE
GRADES 4 - 12

TABLE 40

TEST 11 SELF-ESTEEM. EMOTIONAL STABILITY. OPTIMISM.
Subscale Emotional Control (78)
Scoring - The closer the score to 55, the more control over emotions there seems to be.

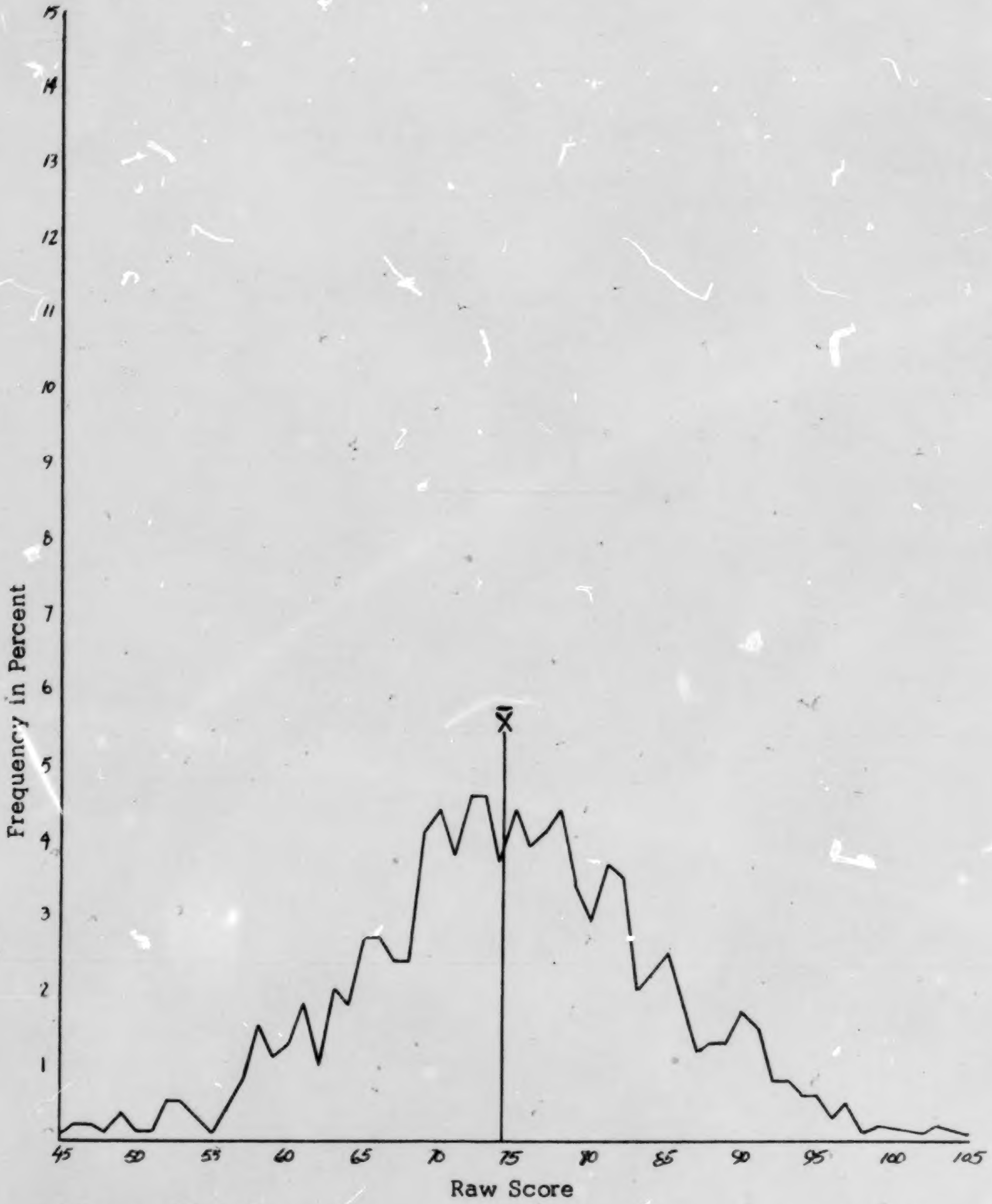


Mean 35.487
St. Dev. 6.971
Range 11 - 53
N 964

TOTAL SAMPLE
GRADES 4 - 12

TABLE 41

TEST 11 SELF-ESTEEM, EMOTIONAL STABILITY, OPTIMISM
Subscale Self Confidence And Self Assurance. (81)
Scoring – The closer the score to 105, the more confident and sure the student seems to be.



Mean	74.644
St. Dev.	9.843
Range	45 - 105
N	964

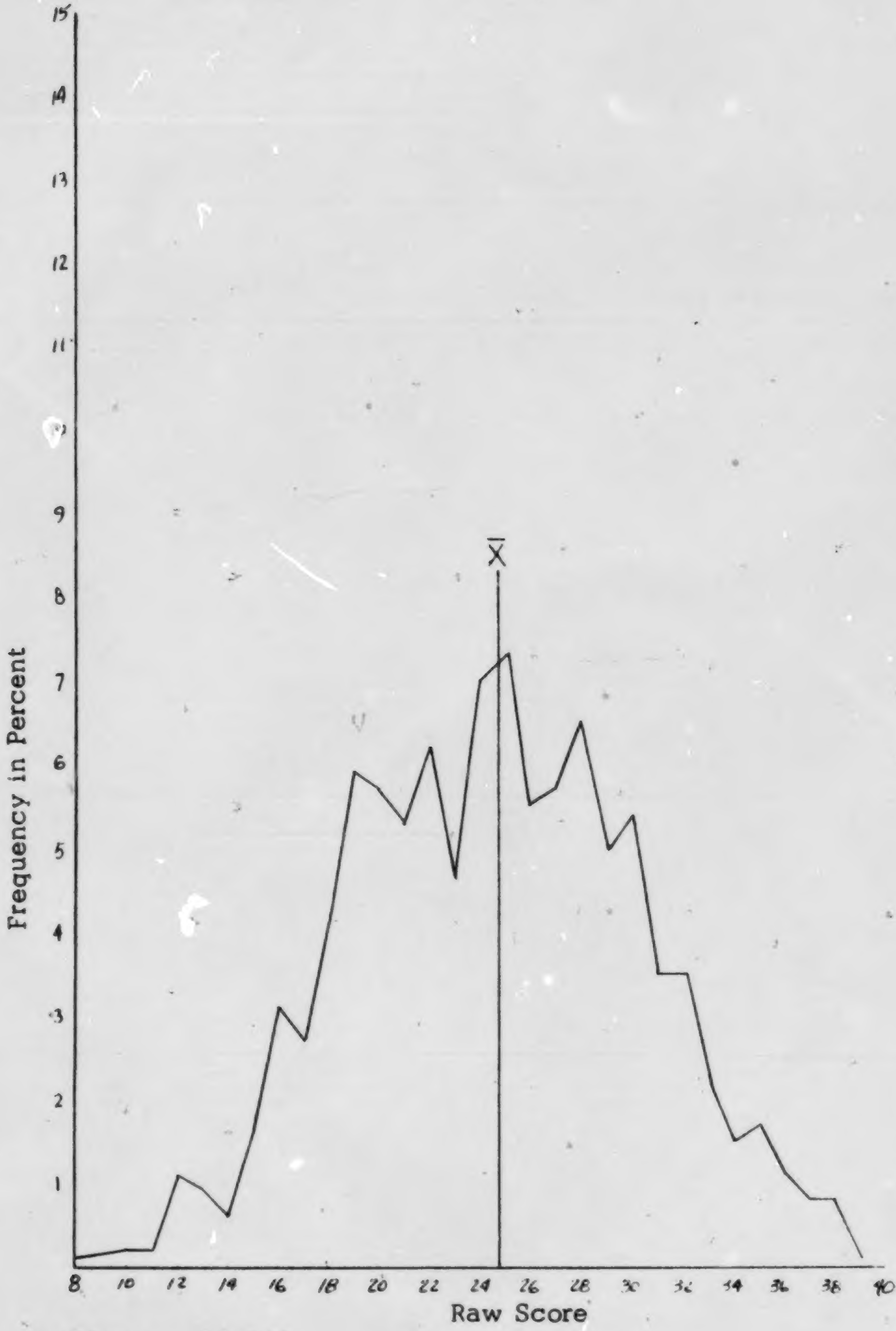
TOTAL SAMPLE
GRADES 4 - 12

TABLE 42

TEST 11 SELF-ESTEEM, EMOTIONAL STABILITY, OPTIMISM

Subscale Sense of Well Being (82)

Scoring - The closer the score to 40, the more contented and optimistic about things the student seems to be.

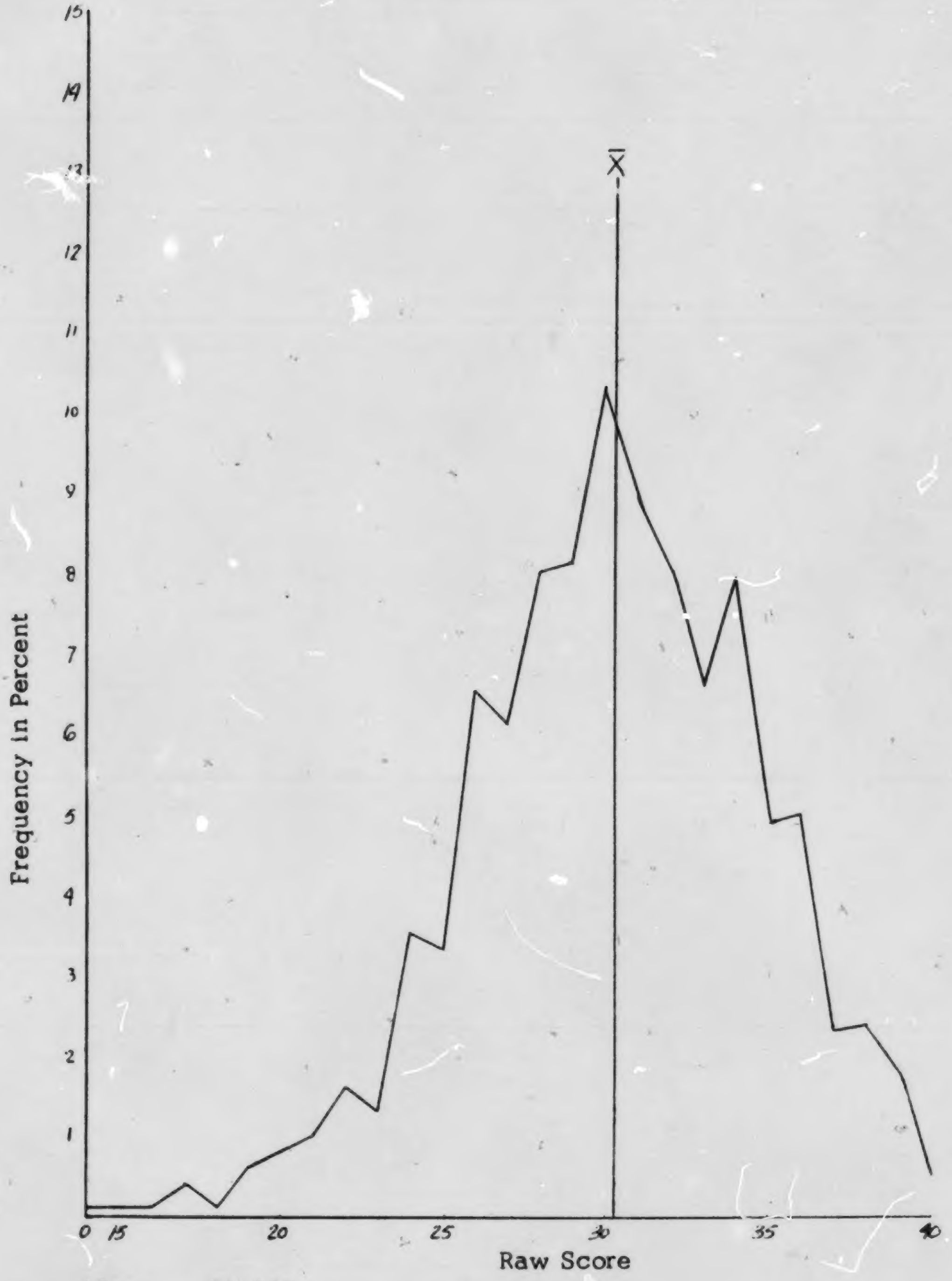


Mean	24.563
St. Dev.	5.702
Range	8 - 39
N	964

TOTAL SAMPLE
GRADES 4 - 12

TABLE 43

TEST 12 SPONTANEITY, FLEXIBILITY, OPEN-MINDEDNESS
Subscale Flexibility And Adaptability (85)
Scoring - The closer the score to 40, the more flexible and adaptable to varying situations the student is seen to be.



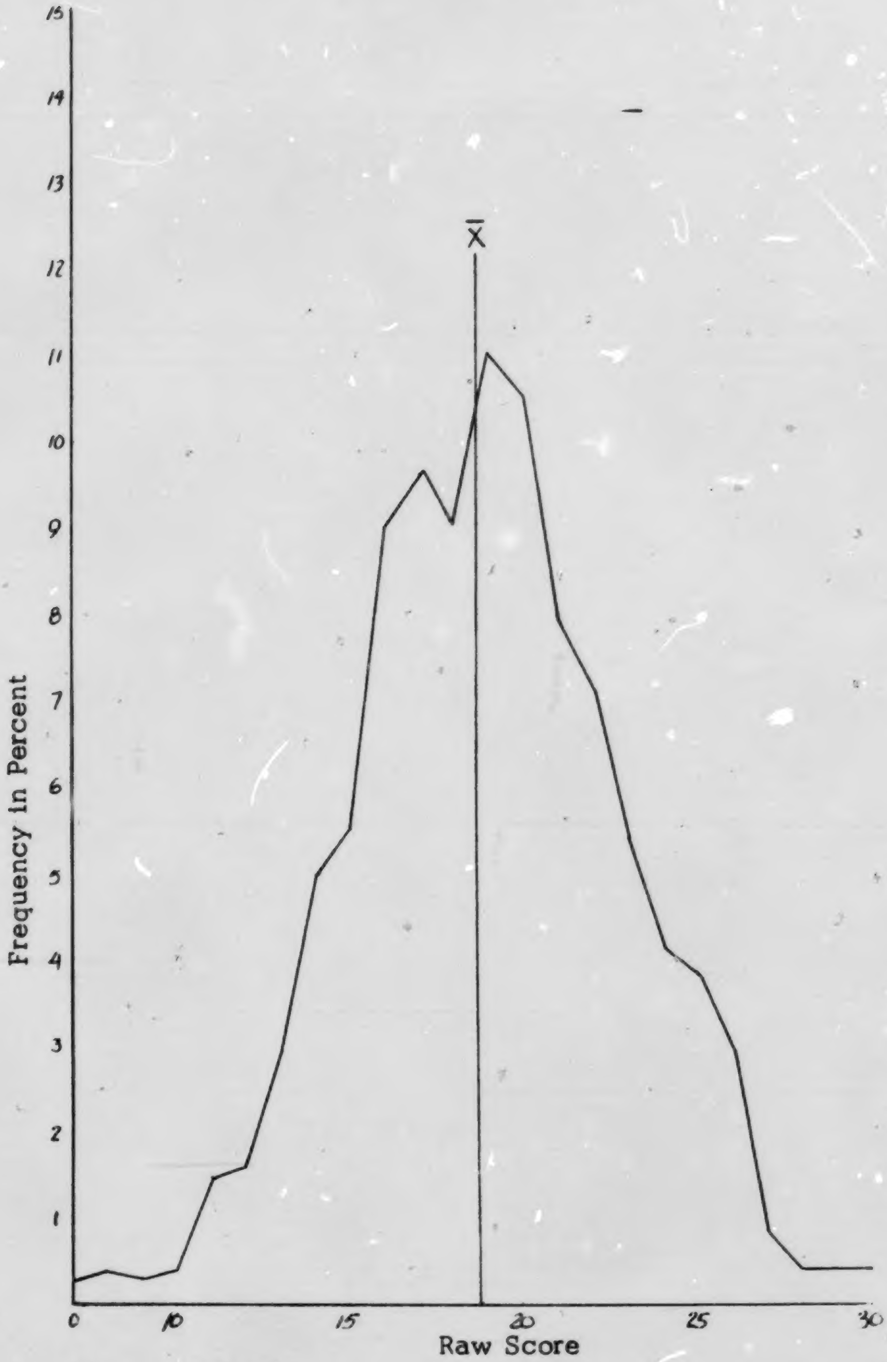
Mean 30.250
St. Dev. 4.389
Range 13 - 40
N 799

TOTAL SAMPLE
GRADES 4 - 12

312

TABLE 44

TEST 12 SPONTANEITY, FLEXIBILITY, OPEN-MINDEDNESS
Subscale Impulsiveness (86)
Scoring - The closer the score to 30, the less impulsive the student seems to be.

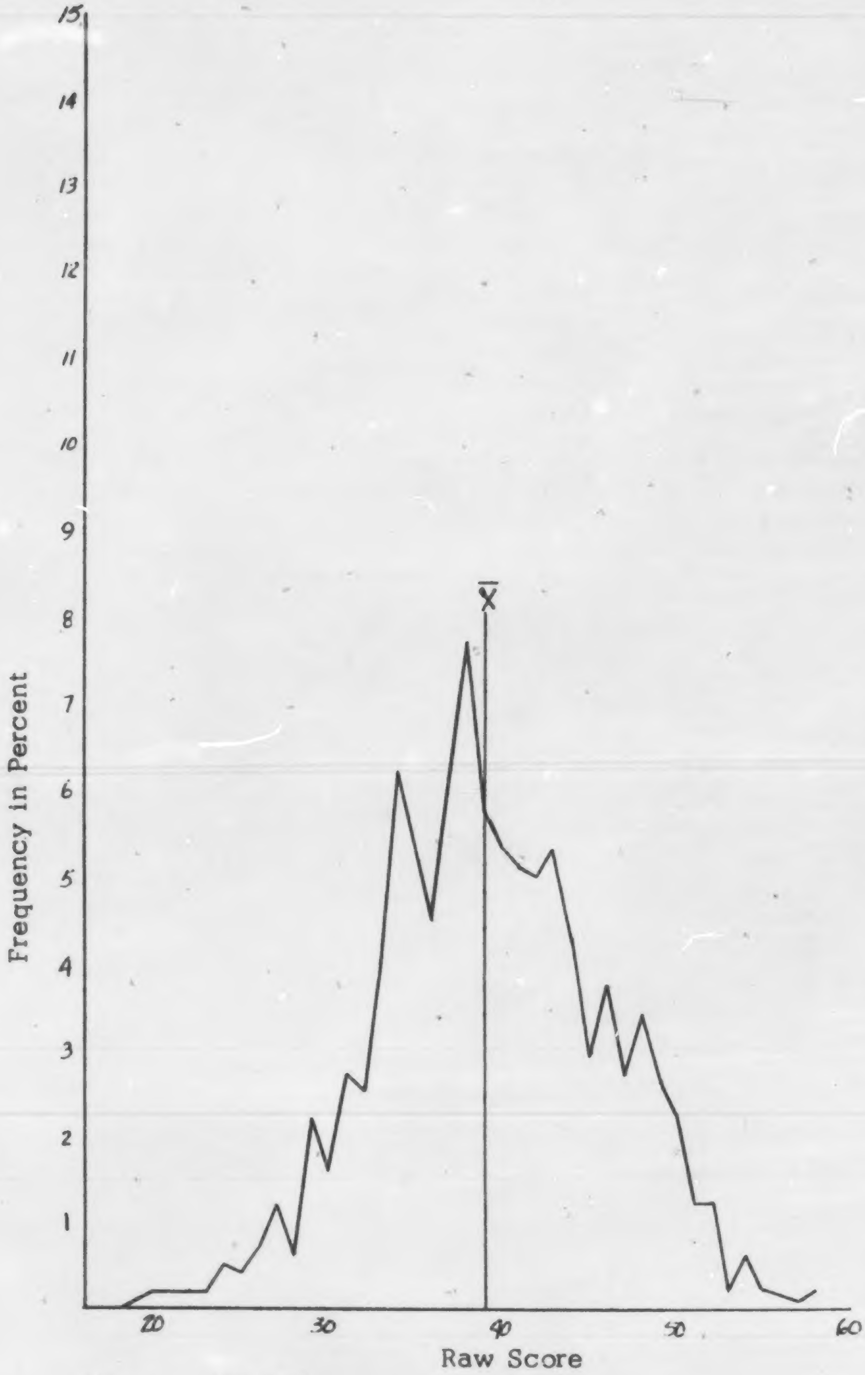


Mean	18.937
St. Dev.	3.864
Range	7 - 30
N	799

TOTAL SAMPLE
GRADES 4 - 12

TABLE 45

TEST 13 ABILITIES, TALENTS, VALUES, DEMANDS ON SELF
Subscale Confidence In Personal Value And Belief System. (93)
Scoring - The closer the score to 60, the more solidified and reliable life goals, values etc. are.

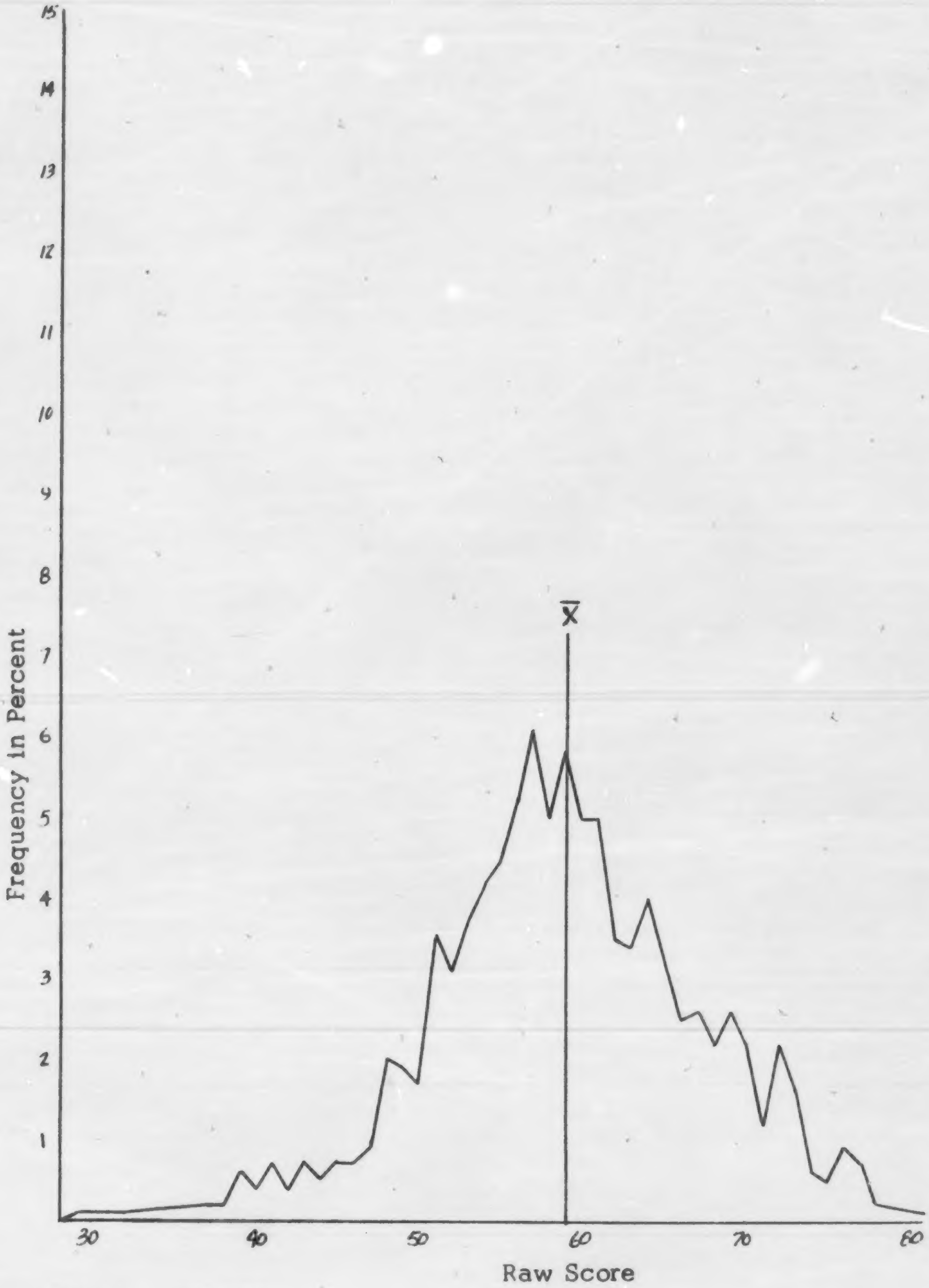


Mean 39.233
St. Dev. 6.581
Range 19 - 58
N 804

TOTAL SAMPLE
GRADES 4 - 12

TABLE 46

TEST 13 ABILITIES, TALENTS, VALUES, DEMANDS ON SELF
Subscale Independence And Positive Self-Regard (98)
Scoring - The closer the score to 80, the more independent, confident, and comfortable with the self as is the student seems to be.

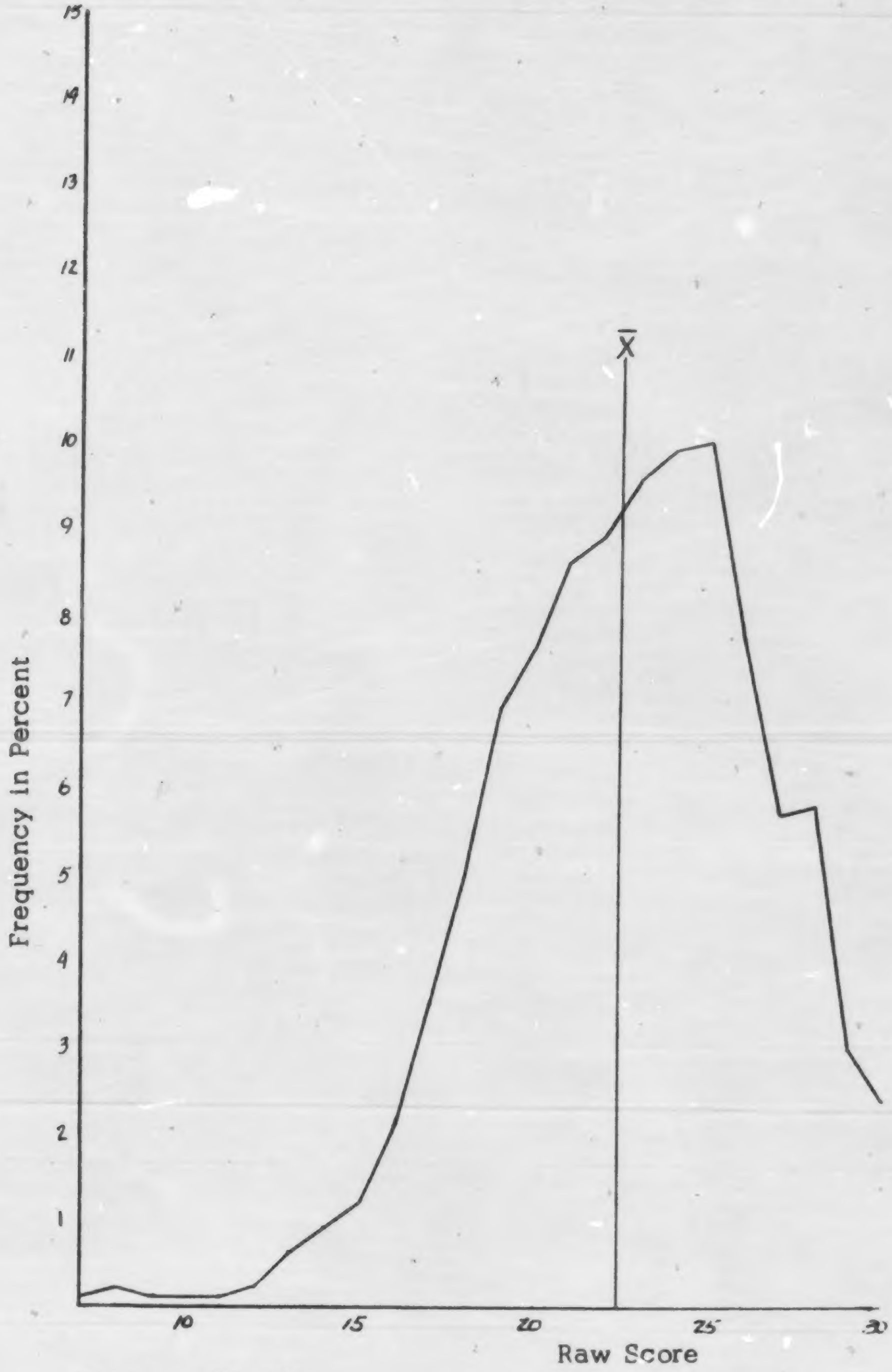


Mean	59.097
St. Dev.	8.060
Range	29 - 81
N	804

TOTAL SAMPLE
GRADES 4 - 12

TABLE 47

TEST 14 INTEREST IN LEARNING, WORK STYLE, AMBITION, RESPONSIBILITY
Subscale Conscientiousness And Pride In Work (100)
Scoring - The closer the score to 30, the more conscientious the student seems to be, and the more pride he takes in his work.

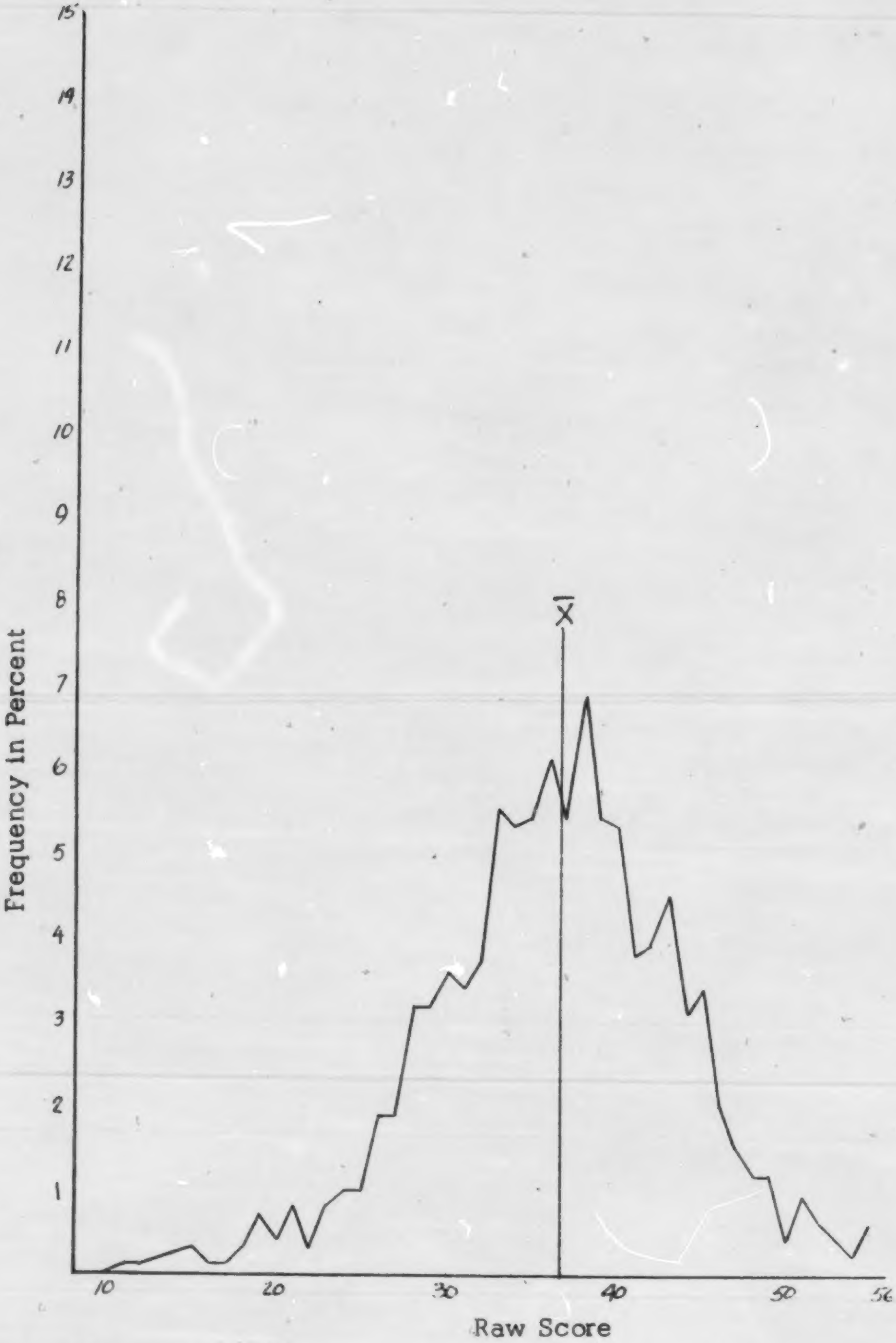


Mean 22.695
St. Dev. 3.855
Range 7 - 30
N 1236

TOTAL SAMPLE
GRADES 4 - 12

TABLE 48

TEST 14 INTEREST IN LEARNING, WORK STYLE, AMBITION, RESPONSIBILITY
Subscale Task Application And Diligence (101)
Scoring - The closer the score to 55, the more interest, involvement, and diligence the student shows in a task.

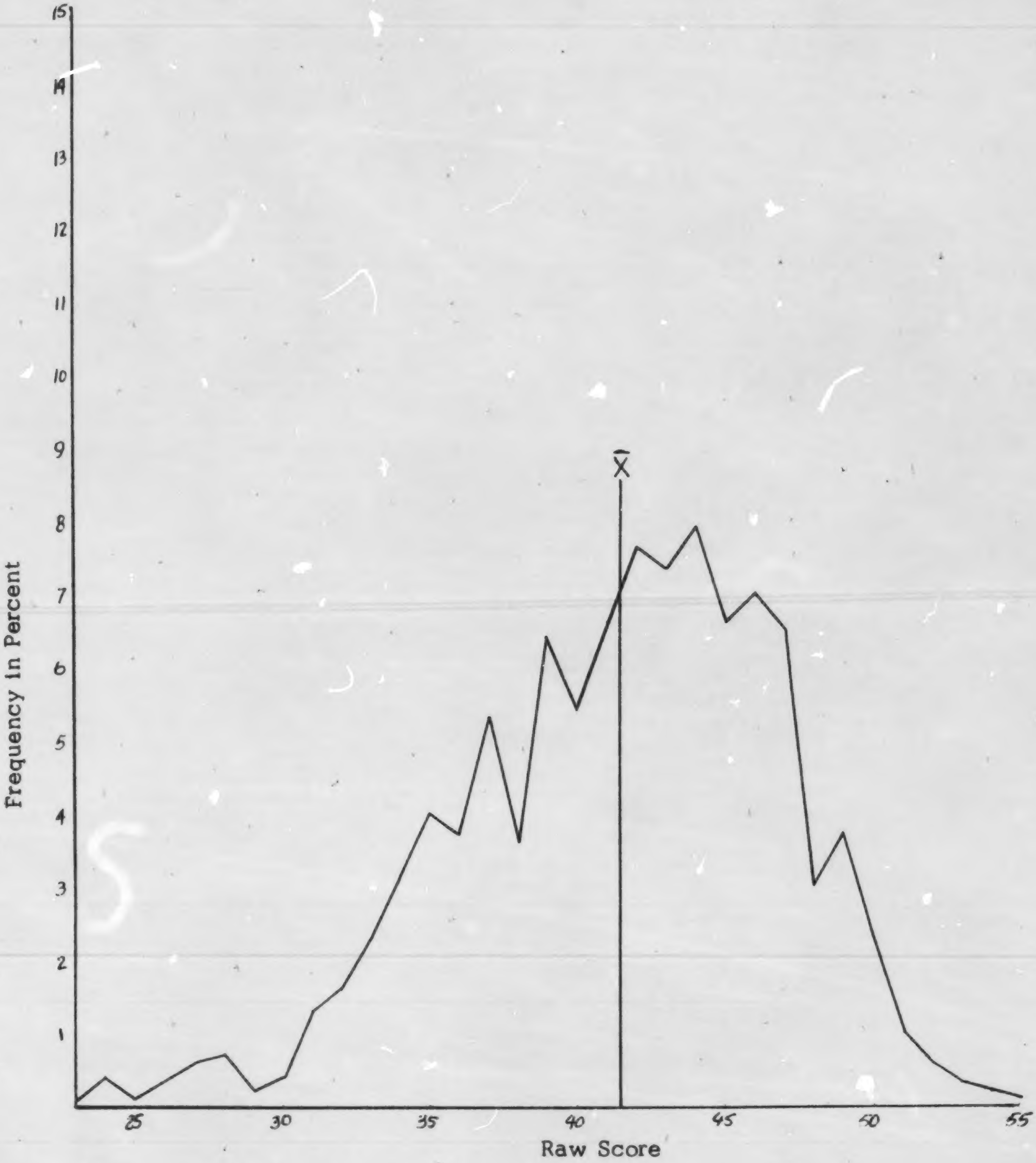


Mean	36.473
St. Dev.	7.160
Range	11 - 55
N	1236

TOTAL SAMPLE
GRADES 4 - 12

TABLE 49

TEST 14 INTEREST IN LEARNING, AMBITION, WORK STYLE, RESPONSIBILITY
Subscale Ambition And Desire To Succeed (102)
Scoring - The closer the score to 55, the more success oriented the student tends to be and the better he likes responsibility.

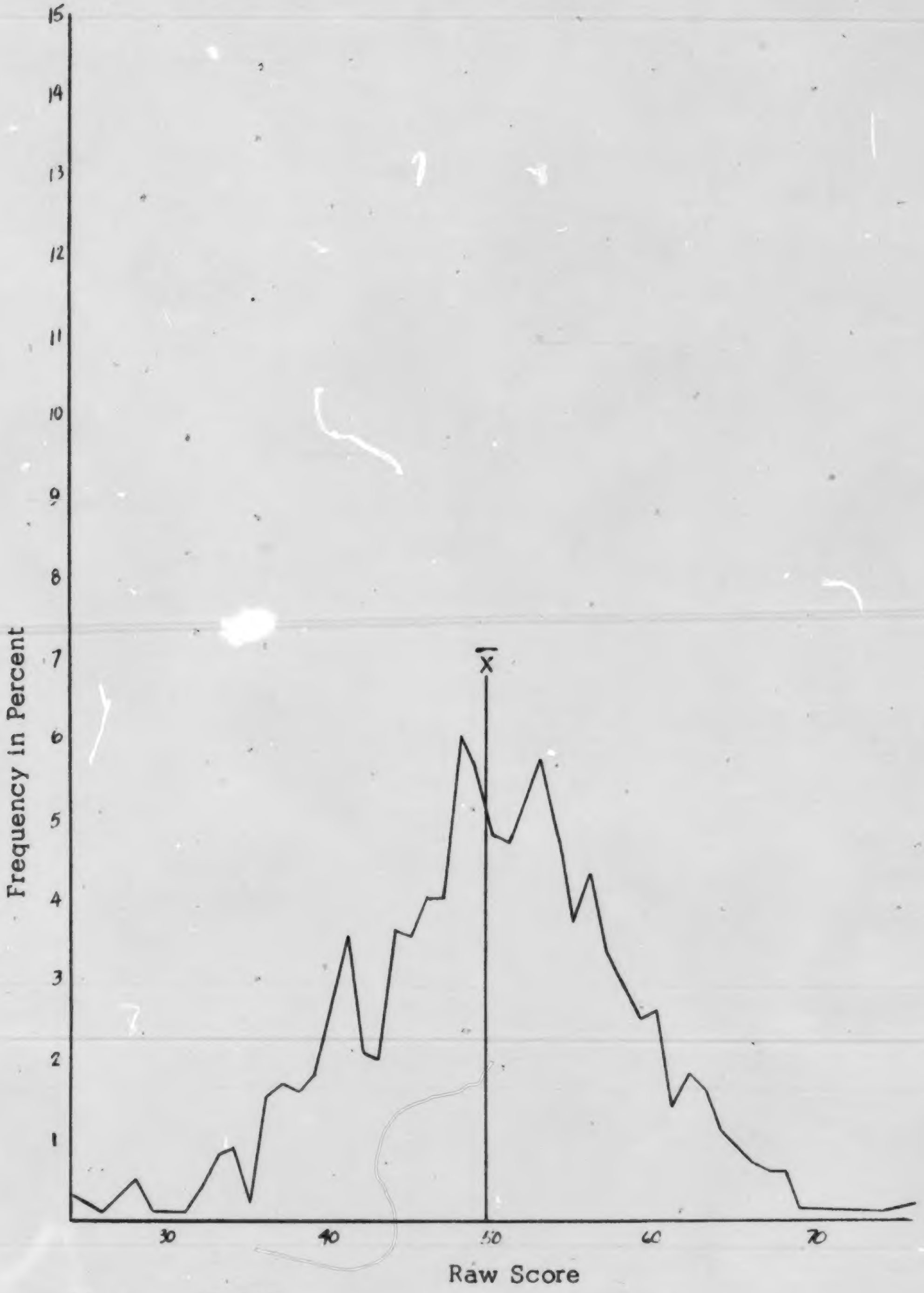


Mean 41.457
St. Dev. 5.356
Range 23 - 55
N 1236

TOTAL SAMPLE
GRADES 4 - 12

TABLE 50

TEST 15 SELF-DIRECTION, INDEPENDENCE, INDIVIDUALITY
Subscore Internal vs. External Locus Of Control And Evaluation (106)
Scoring - The closer the score to 80, the more internal the locus of control tends to be.

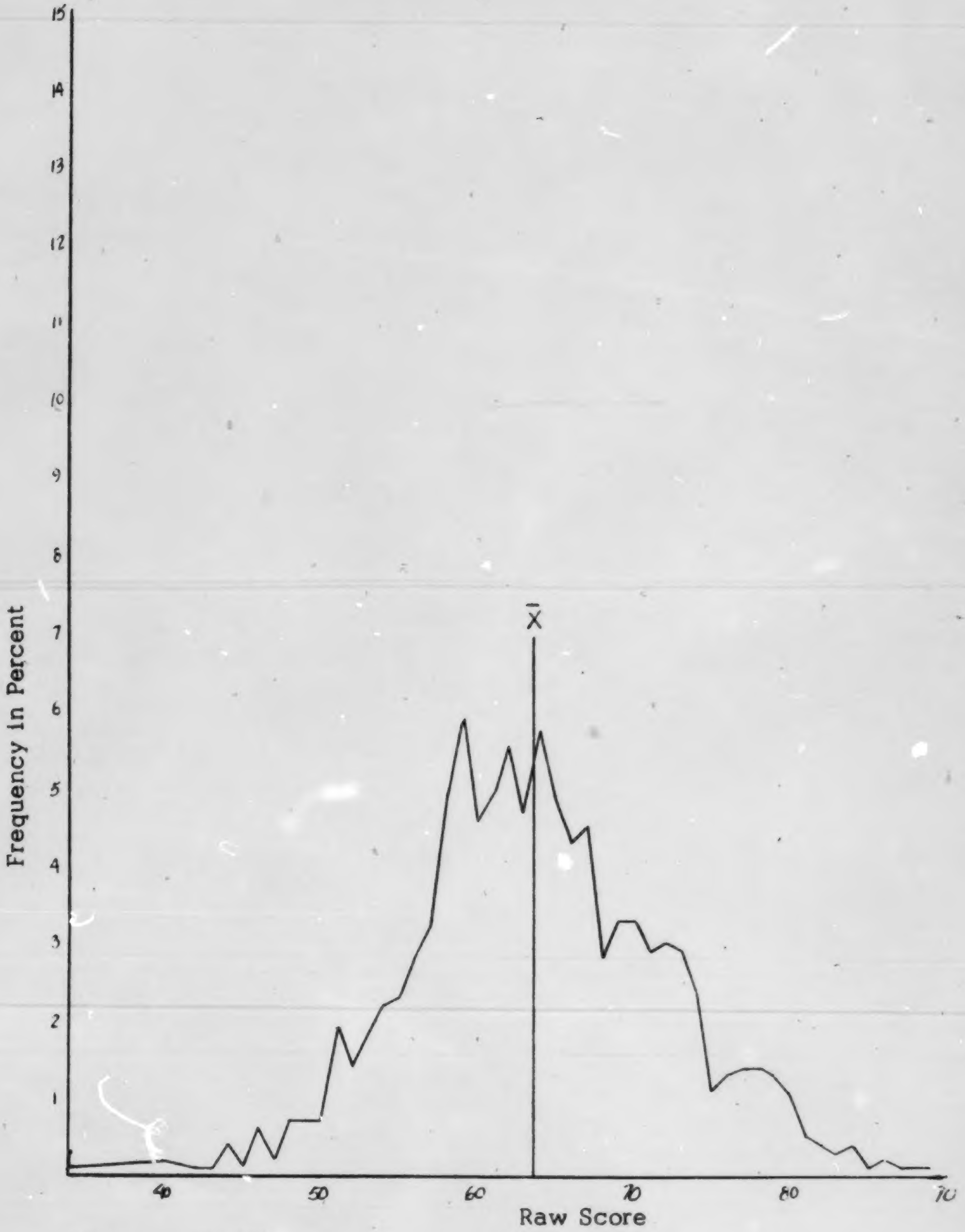


Mean 49.957
St. Dev. 8.278
Range 24 - 76
N 951

TOTAL SAMPLE
GRADES 4 - 12

TABLE 51

TEST 15 SELF-DIRECTION, INDEPENDENCE, INDIVIDUALITY
Subscale Independency And Self-sufficiency (108)
Scoring - The closer the score to 90, the more independent and self-sufficient the student tends to be.

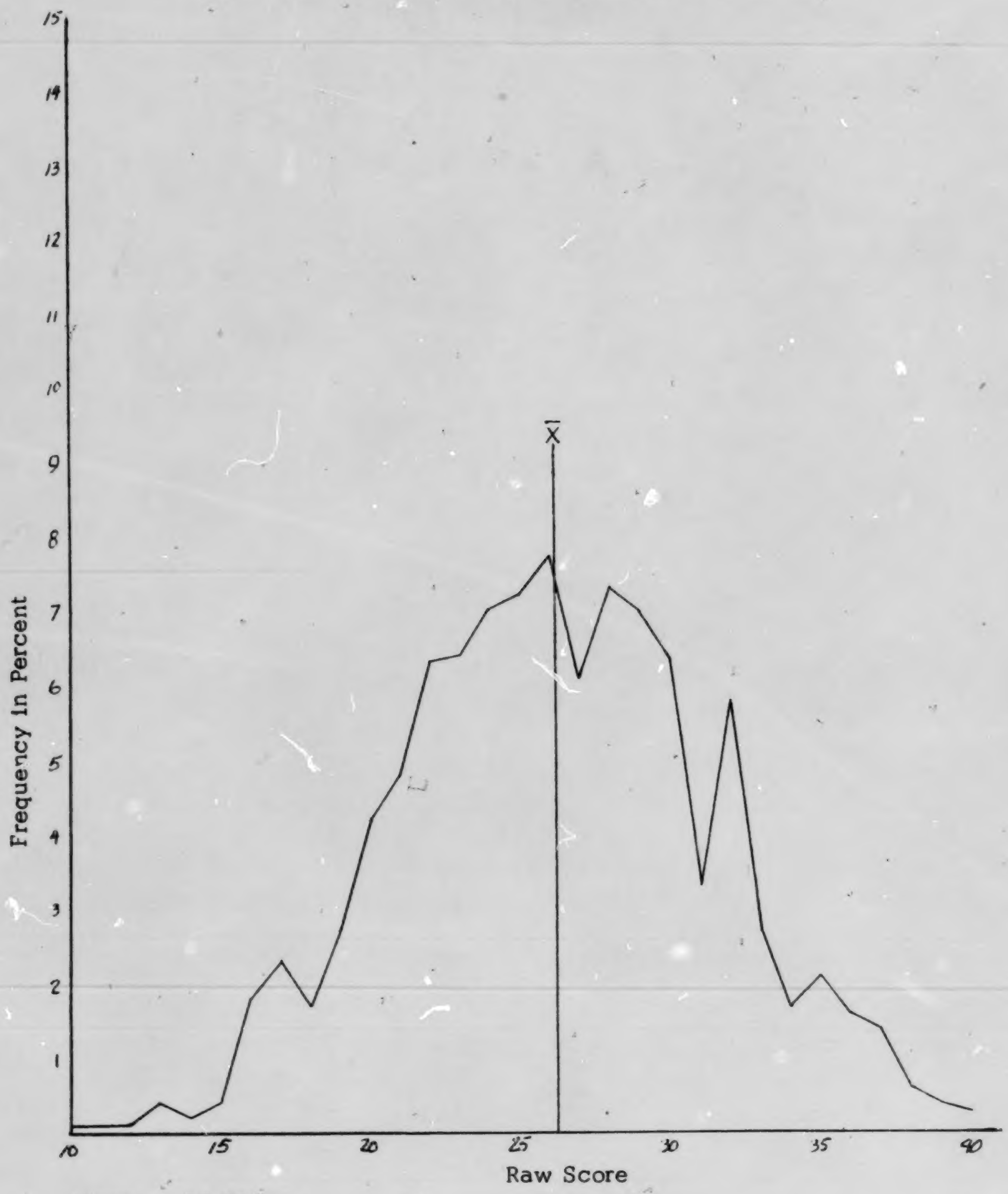


Mean	63.876
St. Dev.	8.137
Range	34 - 89
N	951

TOTAL SAMPLE
GRADES 4 - 12

TABLE 52

TEST 15. SELF-DIRECTION, INDEPENDENCE, INDIVIDUALITY
Subscale Self-Depreciation, and Self-Punishment (109)
Scoring - The closer the score to 40, the more tendency there is for the student to be self-depreciating and self-punishing.

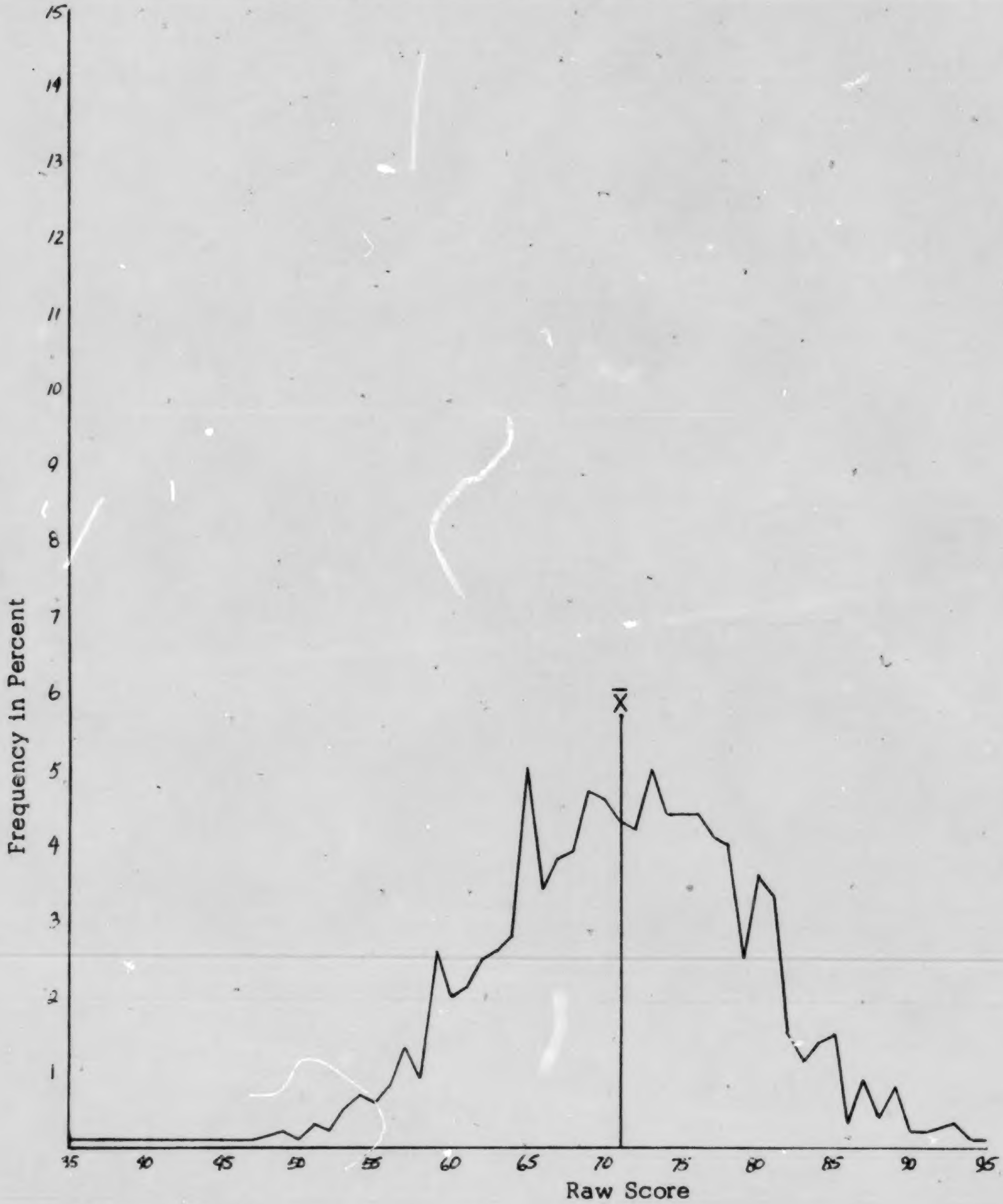


Mean 26.156
St. Dev. 5.218
Range 10 - 40
N 951

TOTAL SAMPLE
GRADES 4 - 12

TABLE 53

TEST 15 SELF-DIRECTION, INDEPENDENCE, INDIVIDUALITY
Subscale Traditional Social Values (111)
Scoring - The closer the score to 95, the more the student tends to conform and to follow established patterns of behavior.

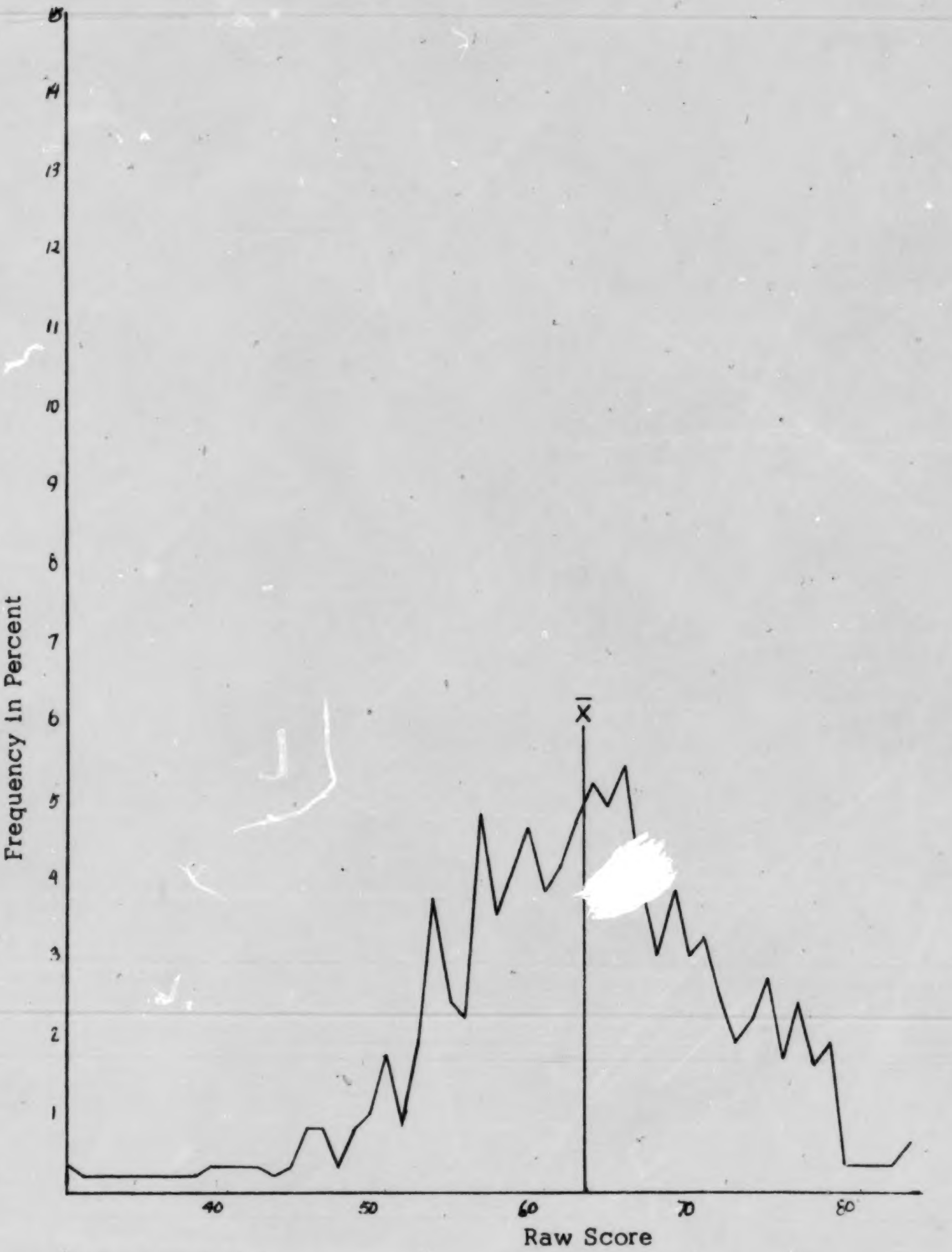


Mean 71.044
St. Dev. 8.430
Range 35 - 95
N 951

TOTAL SAMPLE
GRADES 4 - 12

TABLE 54

TEST 16 INTERPERSONAL STYLE AND EFFECTIVENESS
Subscale Interpersonal Effectiveness (112)
Scoring - The closer the score to 85, the more effective the student seems to be in personal relations with others.

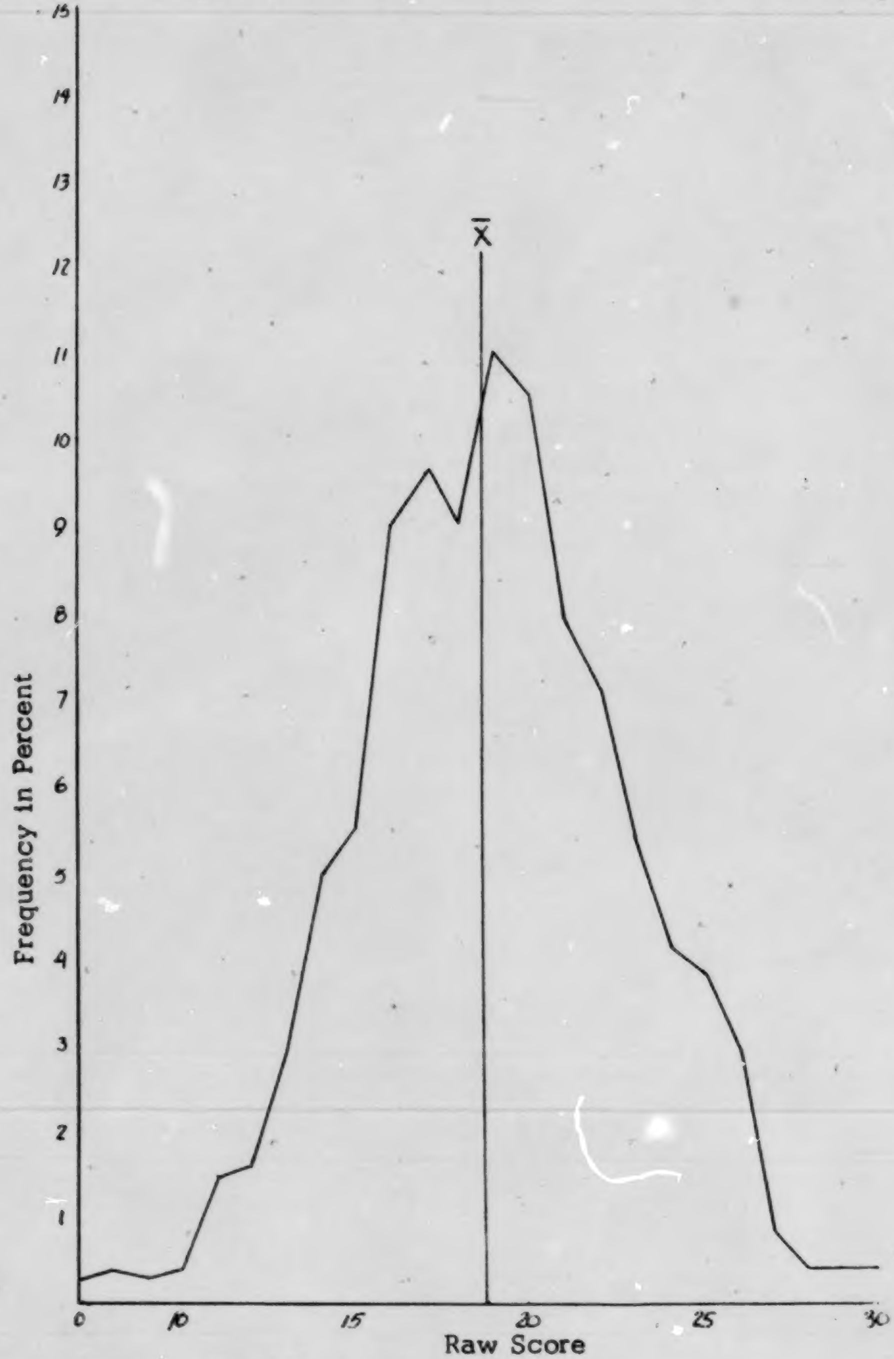


Mean 63.713
St. Dev. 8.757
Range 31 - 85
N 630

TOTAL SAMPLE
GRADES 4 - 12

TABLE 44

TEST 12 SPONTANEITY, FLEXIBILITY, OPEN-MINDEDNESS
Subscale Impulsiveness (86)
Scoring - The closer the score to 30, the less impulsive the student seems to be.

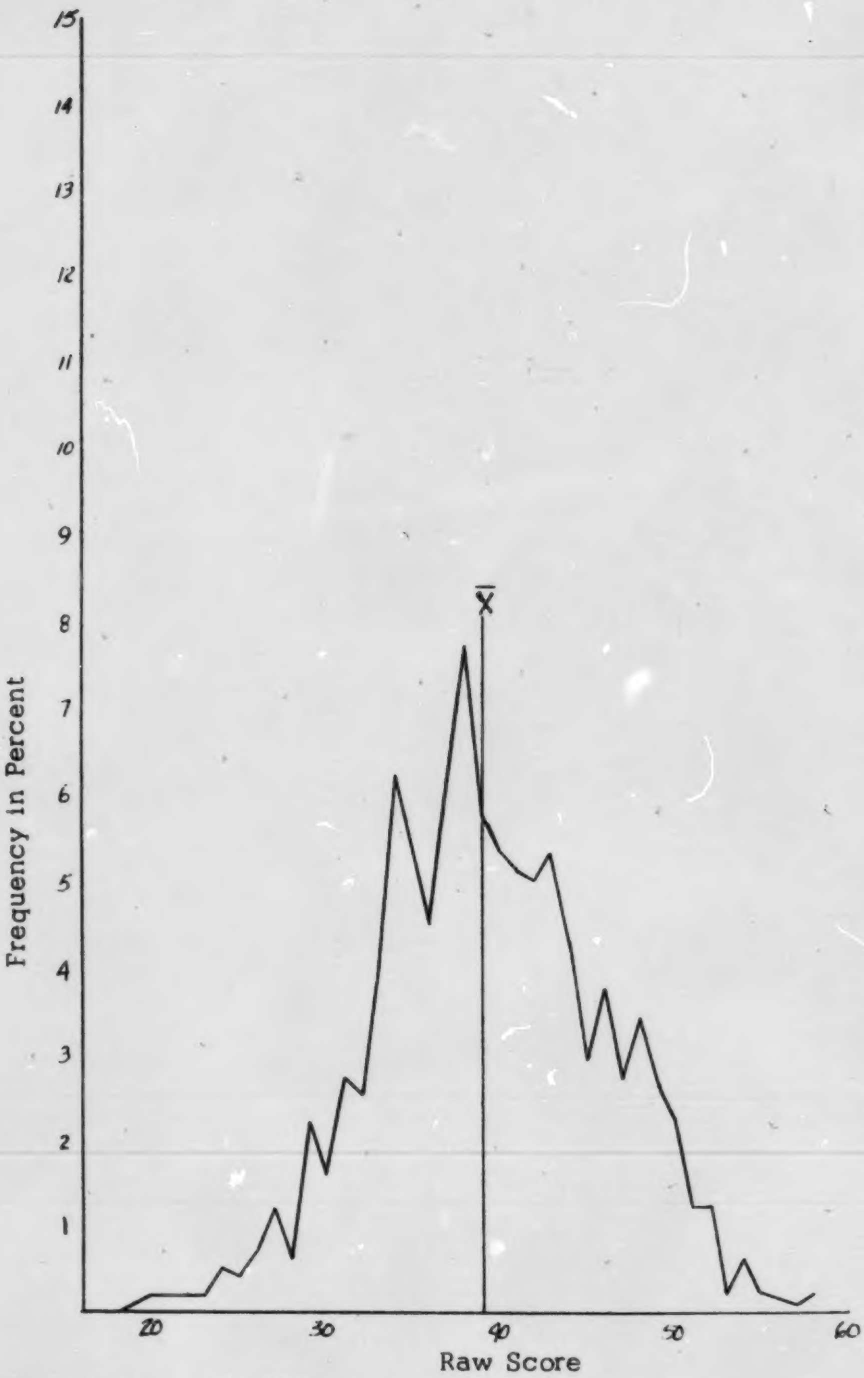


Mean 18.937
St. Dev. 3.864
Range 7 - 30
N 799

TOTAL SAMPLE
GRADES 4 - 12

TABLE 45

TEST 13 ABILITIES, TALENTS, VALUES, DEMANDS ON SELF
Subscale Confidence In Personal Value And Belief System. (93)
Scoring - The closer the score to 60, the more solidified and reliable life goals, values etc. are.

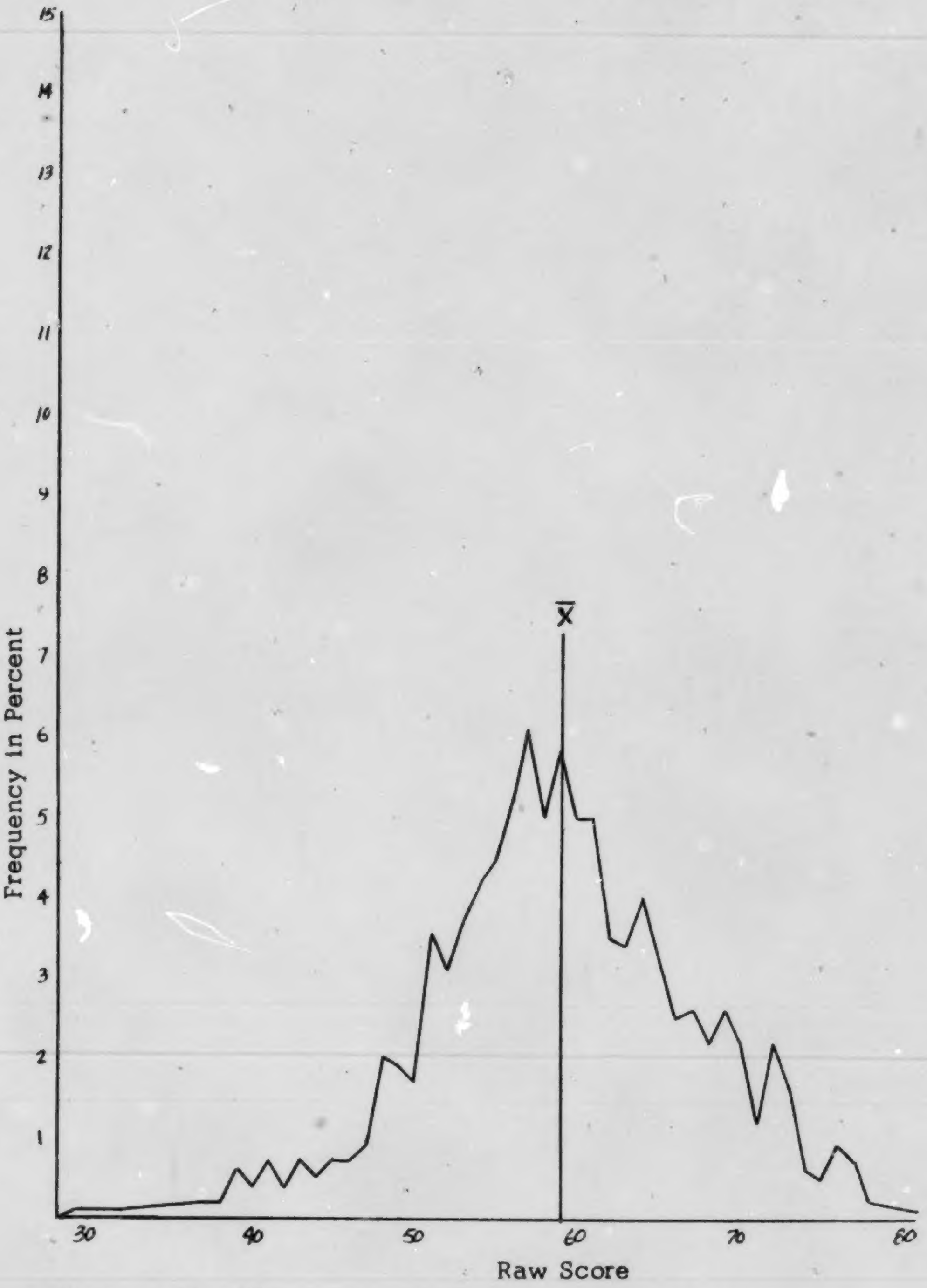


Mean	39.233
St. Dev.	6.581
Range	19 - 58
N	804

TOTAL SAMPLE
GRADES 4 - 12

TABLE 46

TEST 13 ABILITIES, TALENTS, VALUES, DEMANDS ON SELF
Subscale Independence And Positive Self-Regard (98)
Scoring - The closer the score to 80, the more independent, confident, and comfortable with the self as is the student seems to be.

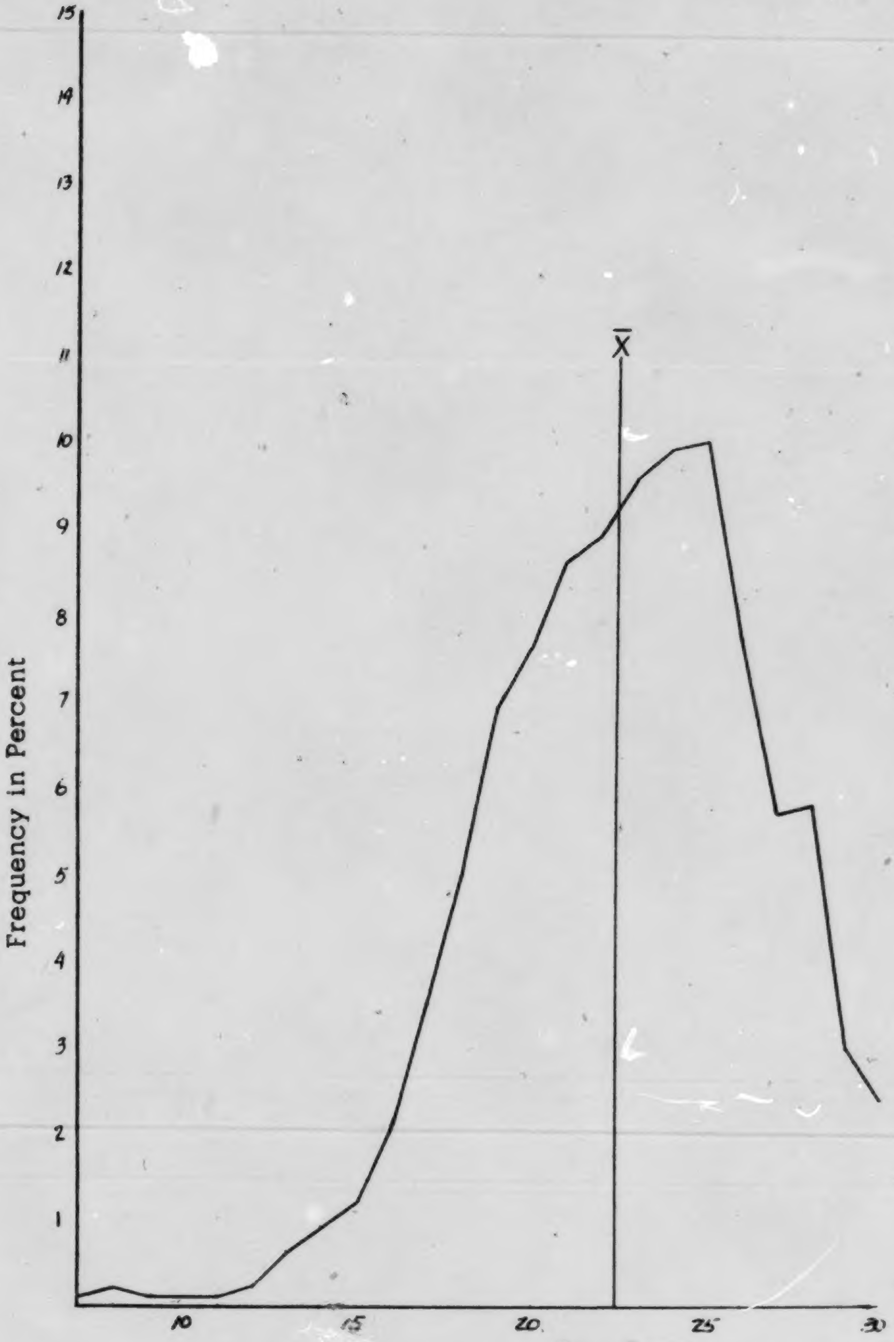


Mean	59.097
St. Dev.	8.060
Range	29 - 81
N	804

TOTAL SAMPLE
GRADES 4 - 12

TABLE 47

TEST 14 INTEREST IN LEARNING, WORK STYLE, AMBITION, RESPONSIBILITY
Subscale Conscientiousness And Pride In Work (100)
Scoring - The closer the score to 30, the more conscientious the student seems to be, and the more pride he takes in his work.

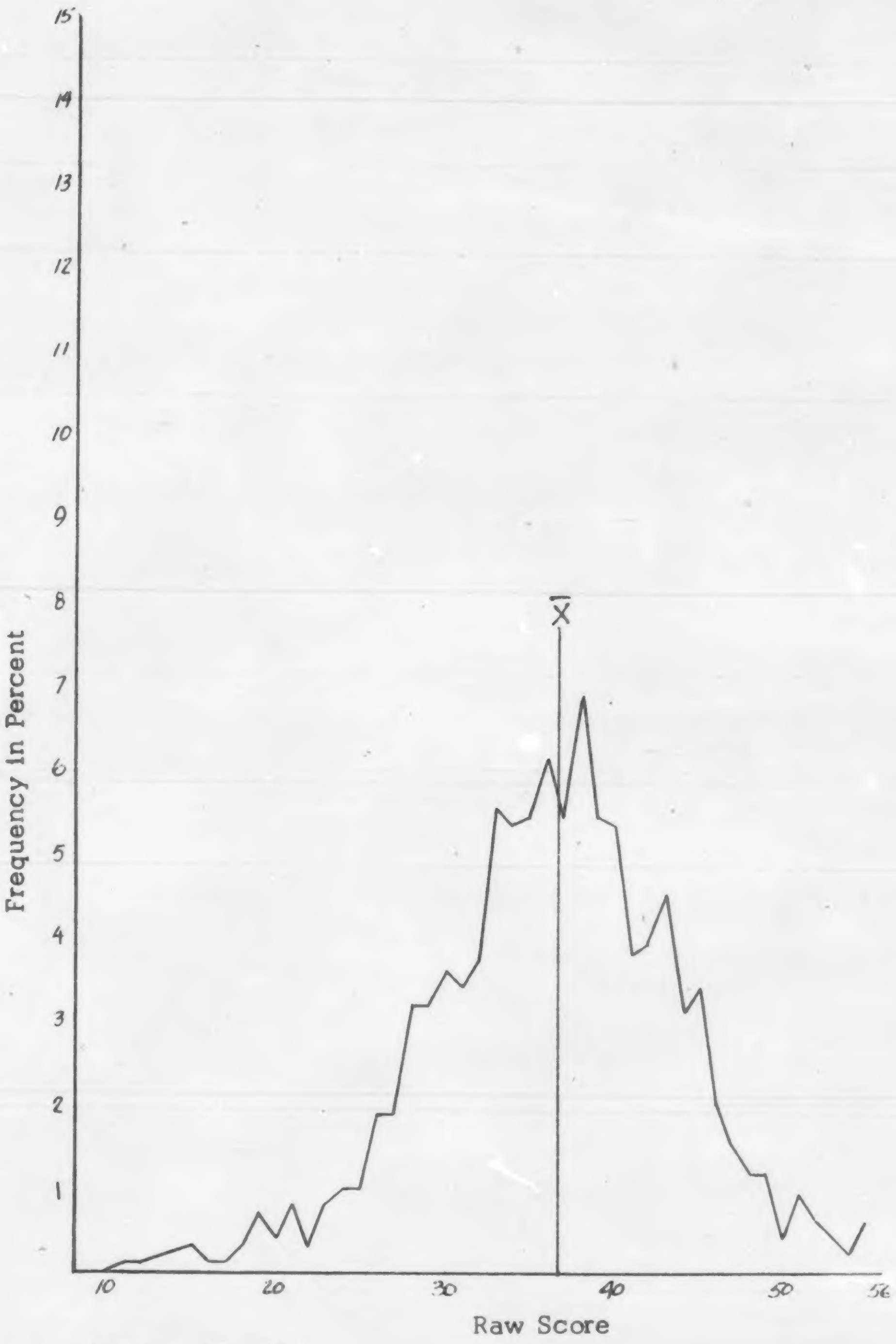


Mean 22.695
St. Dev. 3.855
Range 7 - 30
N 1236

TOTAL SAMPLE
GRADES 4 - 12

TABLE 48

TEST 14 INTEREST IN LEARNING, WORK STYLE, AMBITION, RESPONSIBILITY
Subscale Task Application And Diligence (101)
Scoring - The closer the score to 55, the more interest, involvement, and diligence the student shows in a task.

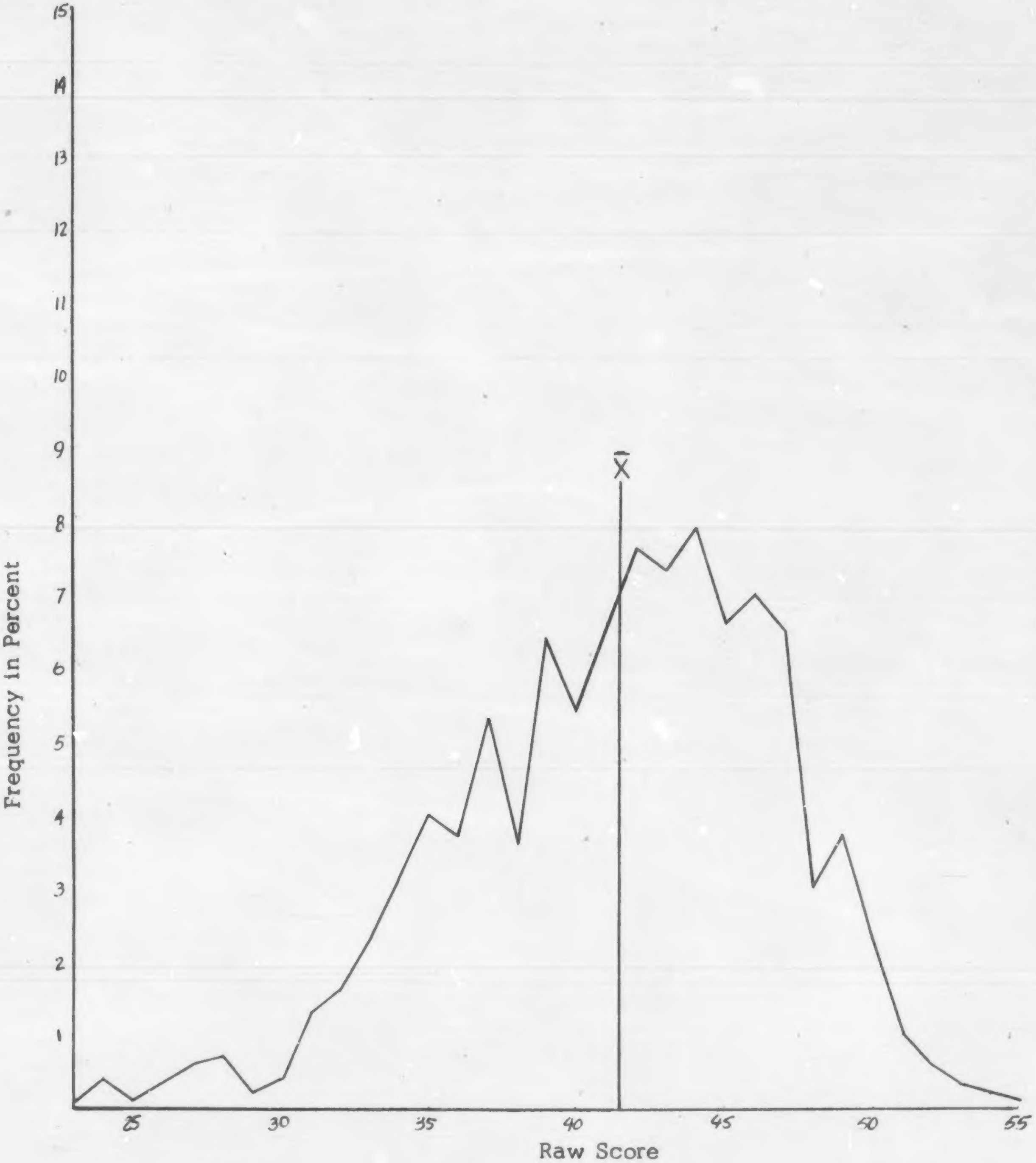


Mean	36.473
St. Dev.	7.160
Range	11 - 55
N	1236

TOTAL SAMPLE
GRADES 4 - 12

TABLE 49

TEST 14 INTEREST IN LEARNING, AMBITION, WORK STYLE, RESPONSIBILITY
Subscale Ambition And Desire To Succeed (102)
Scoring - The closer the score to 55, the more success oriented the student tends to be and the better he likes responsibility.



Mean 41.457
St. Dev. 5.356
Range 23 - 55
N 1236

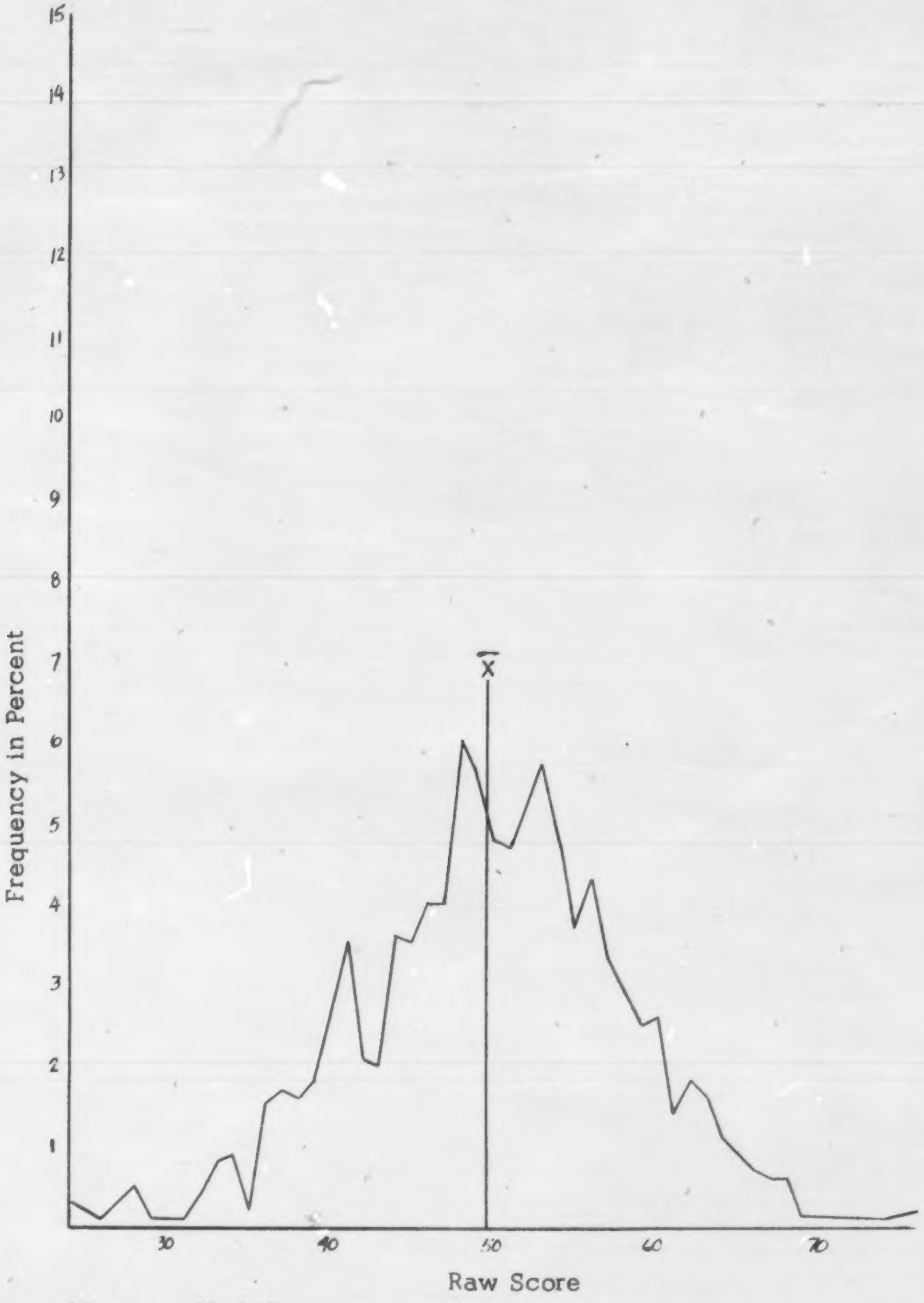
TOTAL SAMPLE
GRADES 4 - 12

TABLE 50

TEST 15 SELF-DIRECTION, INDEPENDENCE, INDIVIDUALITY

Subscore Internal vs. External Locus Of Control And Evaluation (106)

Scoring - The closer the score to 80, the more internal the locus of control tends to be.

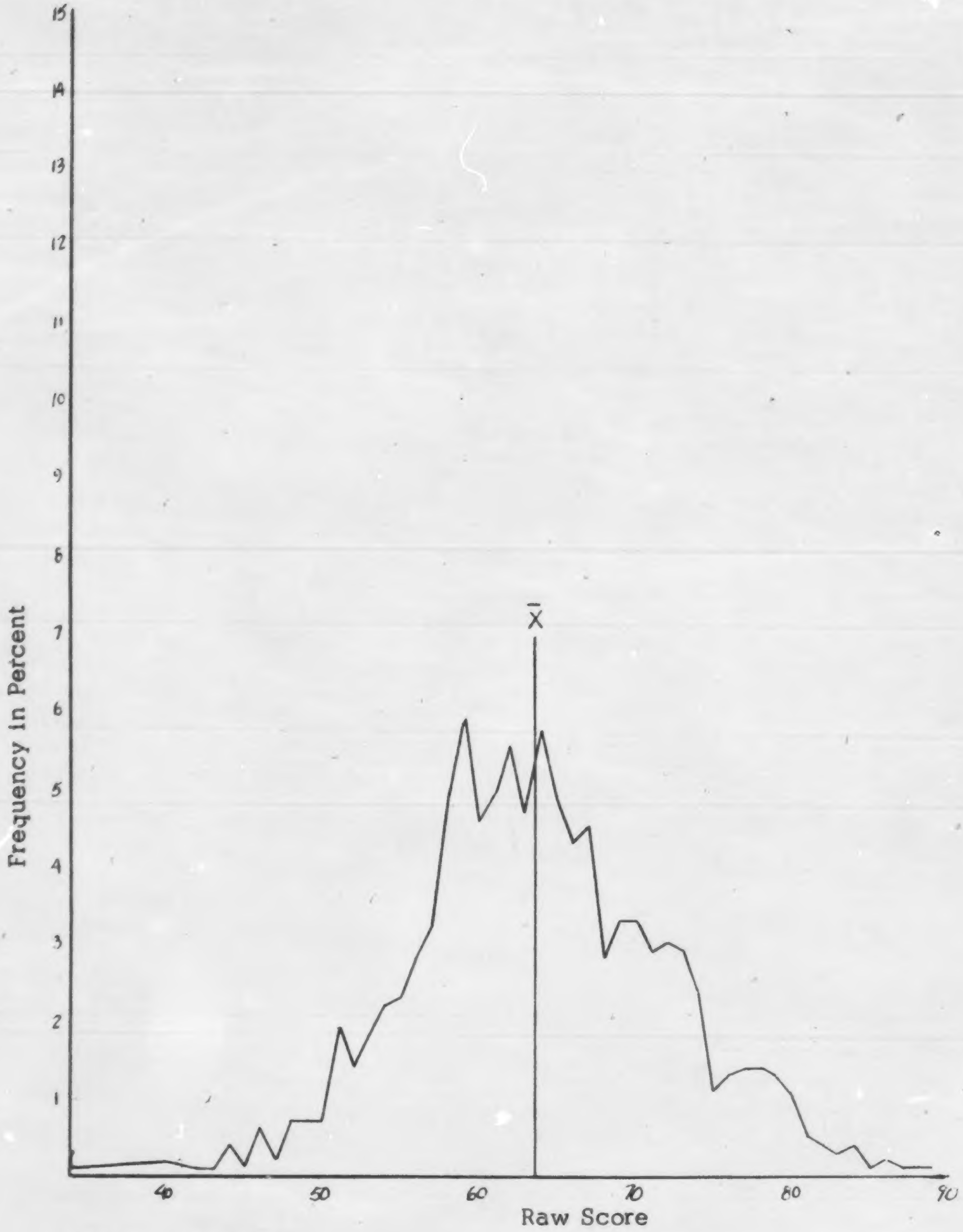


Mean 49.957
St. Dev. 8.278
Range 24 - 76
N 951

TOTAL SAMPLE
GRADES 4 - 12

TABLE 51

TEST 15 SELF-DIRECTION, INDEPENDENCE, INDIVIDUALITY
Subscale Independency And Self-sufficiency (108)
Scoring - The closer the score to 90, the more independent and self-sufficient the student tends to be.

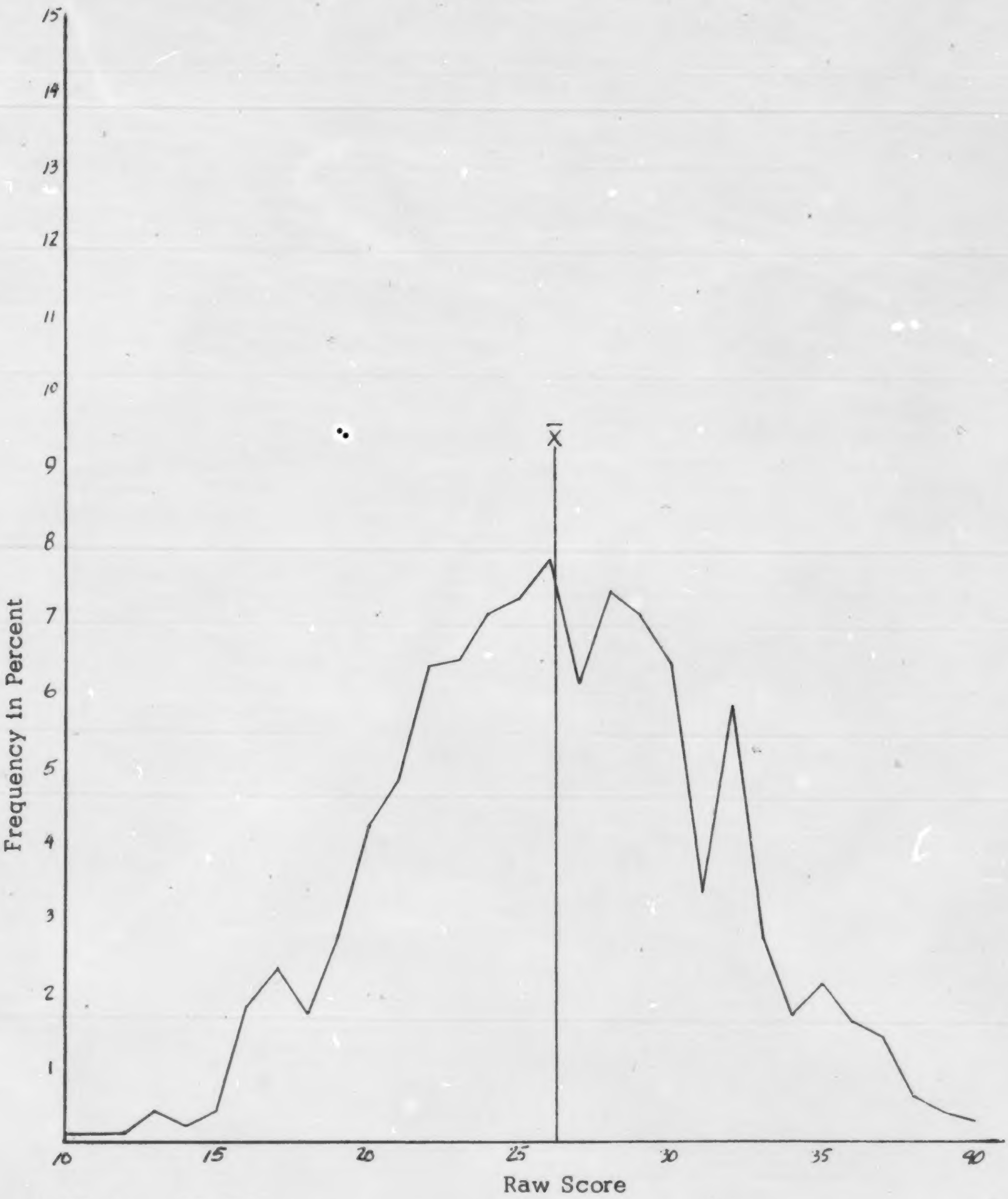


Mean	63.876
St. Dev.	8.137
Range	34 - 89
N	951

TOTAL SAMPLE
GRADES 4 - 12

TABLE 52

TEST 15 SELF-DIRECTION, INDEPENDENCE, INDIVIDUALITY
Subscale Self-Depreciation, and Self-Punishment (109)
Scoring - The closer the score to 40, the more tendency there is for the student to be self-depreciating and self-punishing.

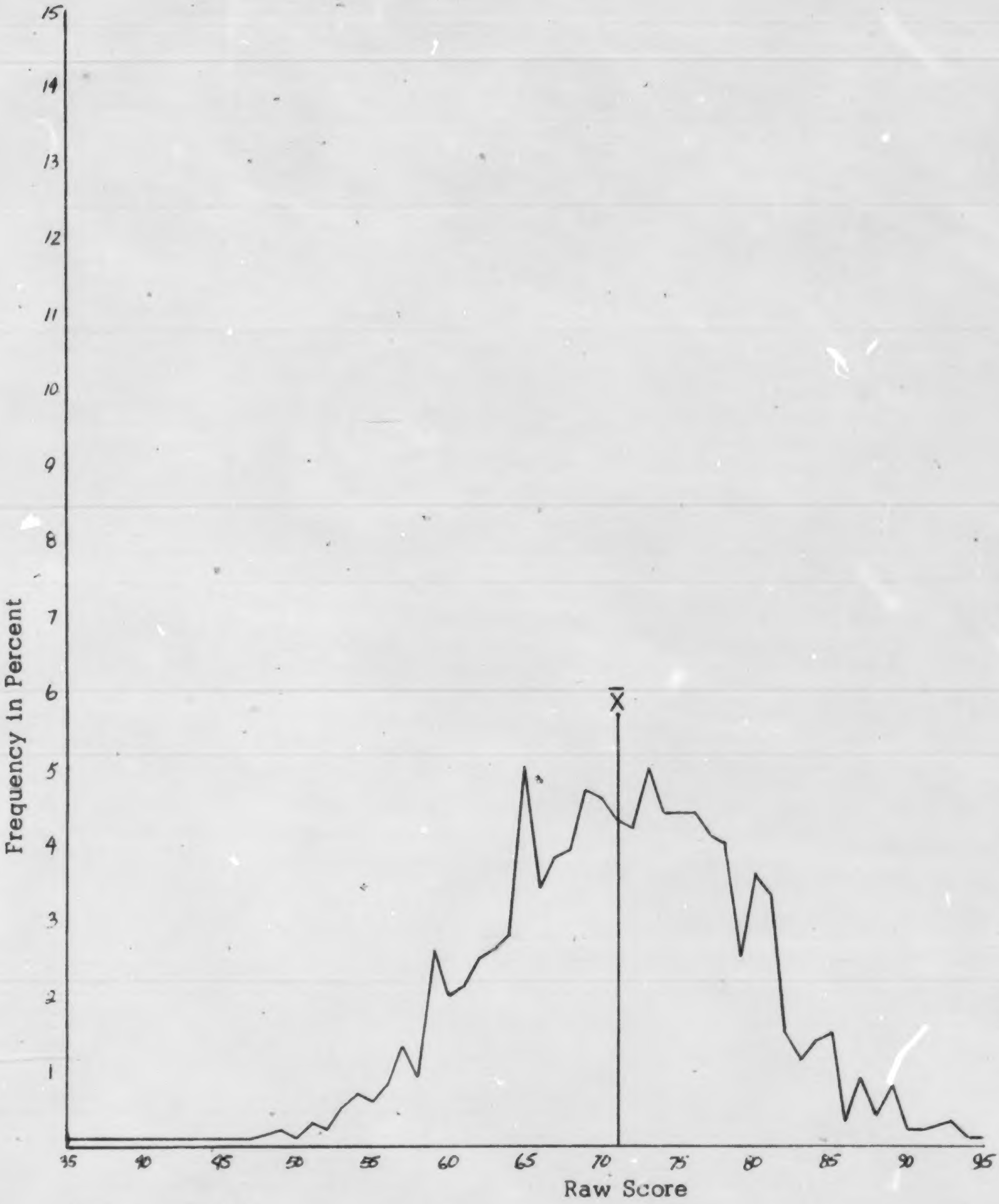


Mean	26.156
St. Dev.	5.218
Range	10 - 40
N	951

TOTAL SAMPLE
GRADES 4 - 12

TABLE 53

TEST 15 SELF-DIRECTION, INDEPENDENCE, INDIVIDUALITY
Subscale Traditional Social Values (111)
Scoring - The closer the score to 95, the more the student tends to conform and to follow established patterns of behavior.

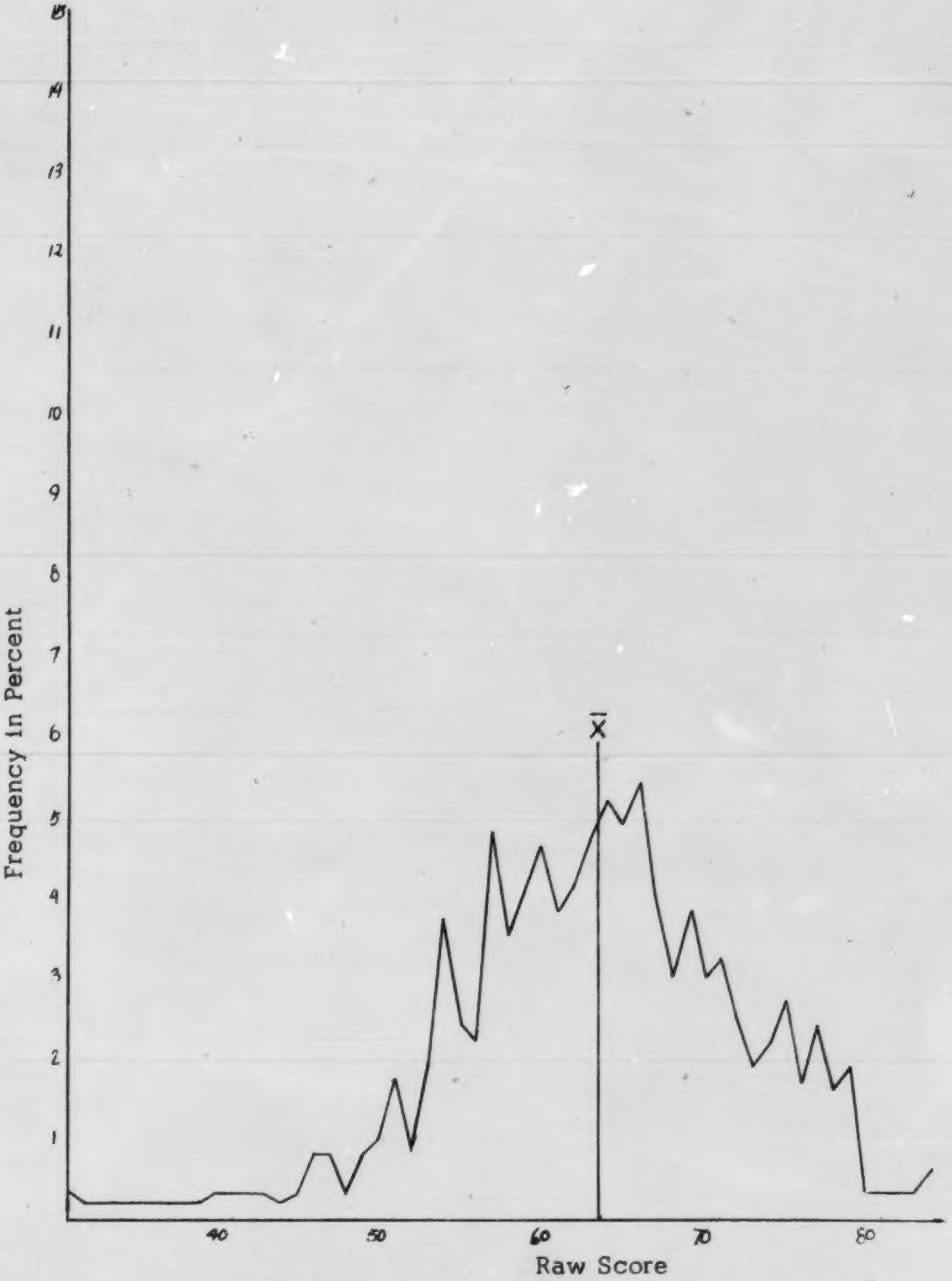


Mean 71.044
St. Dev. 8.430
Range 35 - 95
N 951

TOTAL SAMPLE
GRADES 4 - 12

TABLE 54

TEST 16 INTERPERSONAL STYLE AND EFFECTIVENESS
Subscale Interpersonal Effectiveness (112)
Scoring - The closer the score to 85, the more effective the student seems to be in personal relations with others.



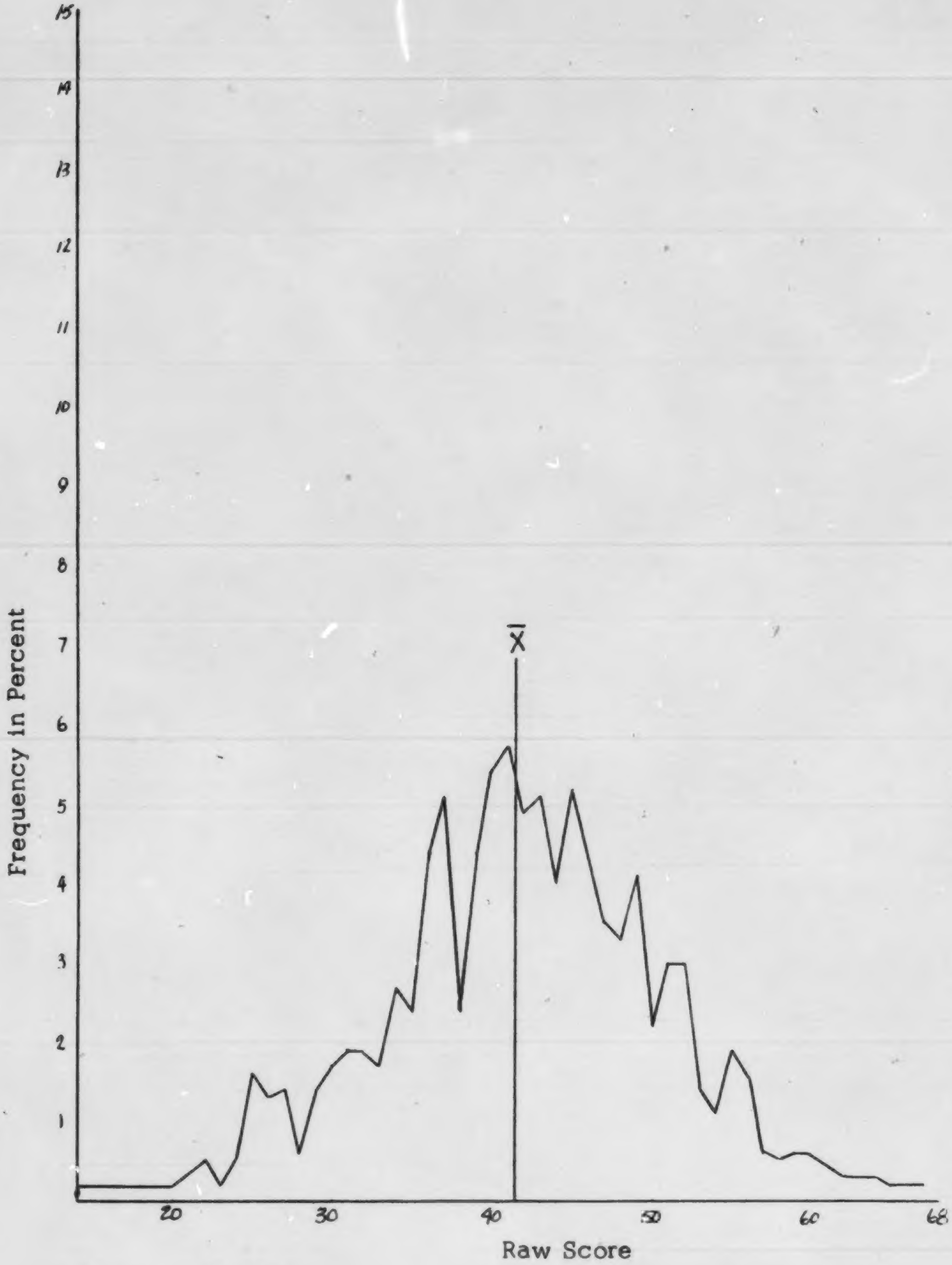
Mean 63.713
St. Dev. 8.757
Range 31 - 85
N 630

TOTAL SAMPLE
GRADES 4 - 12

334

TABLE 55

TEST 16 INTERPERSONAL STYLE AND EFFECTIVENESS
Subscale Negative And Disfunctional Social Responsiveness (113)
Scoring - The closer the score to 70, the more the student tends to be negative and withdraw from social interaction.

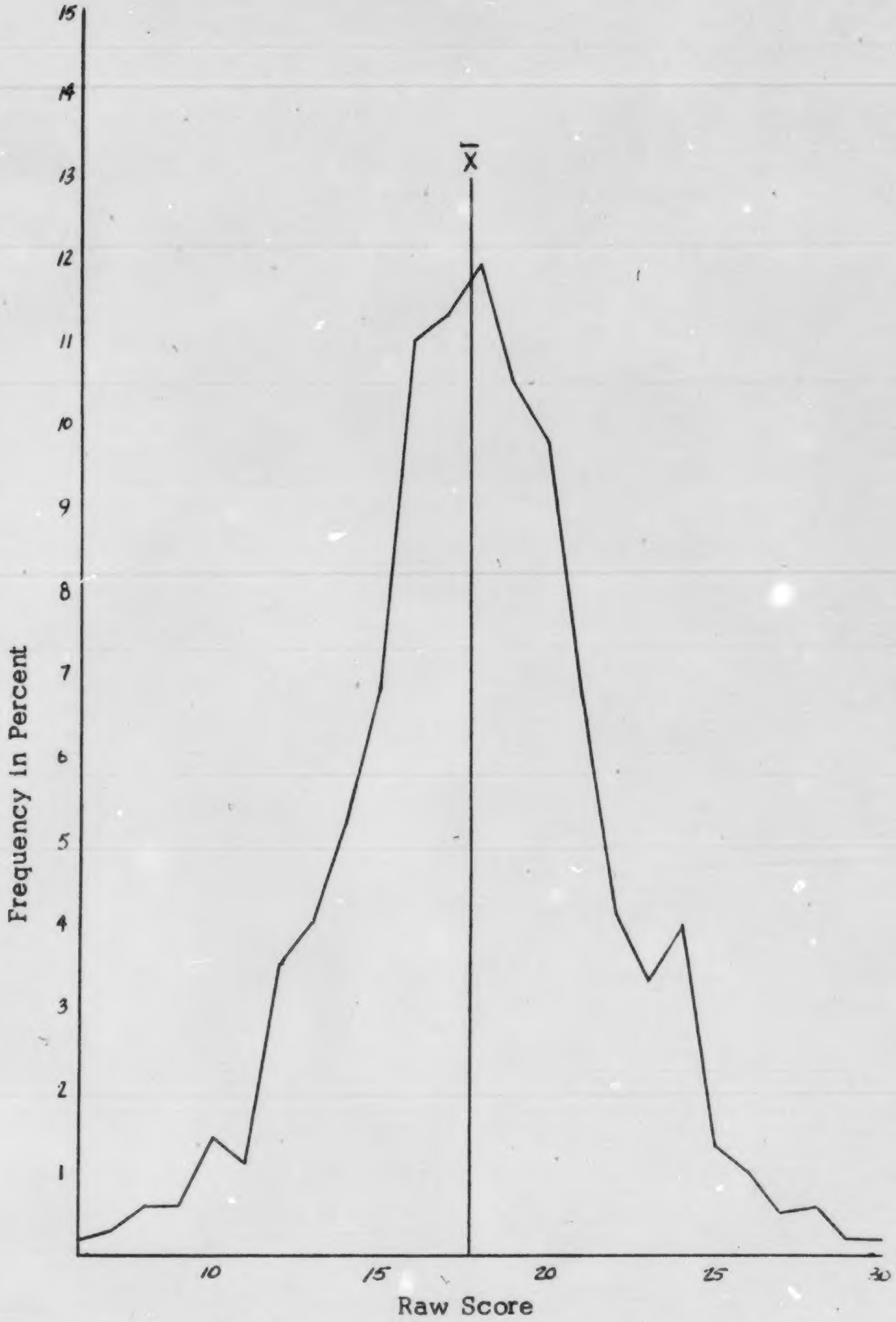


Mean 41.846
St. Dev. 8.410
Range 14 - 67
N 630

TOTAL SAMPLE
GRADES 4 - 12

TABLE 56

TEST 16 INTERPERSONAL STYLE AND EFFECTIVENESS
Subscale Orientation Towards Direction And Control Of Others (114)
Scoring - The closer the score to 30, the more the student is inclined to be directive and want to control others.

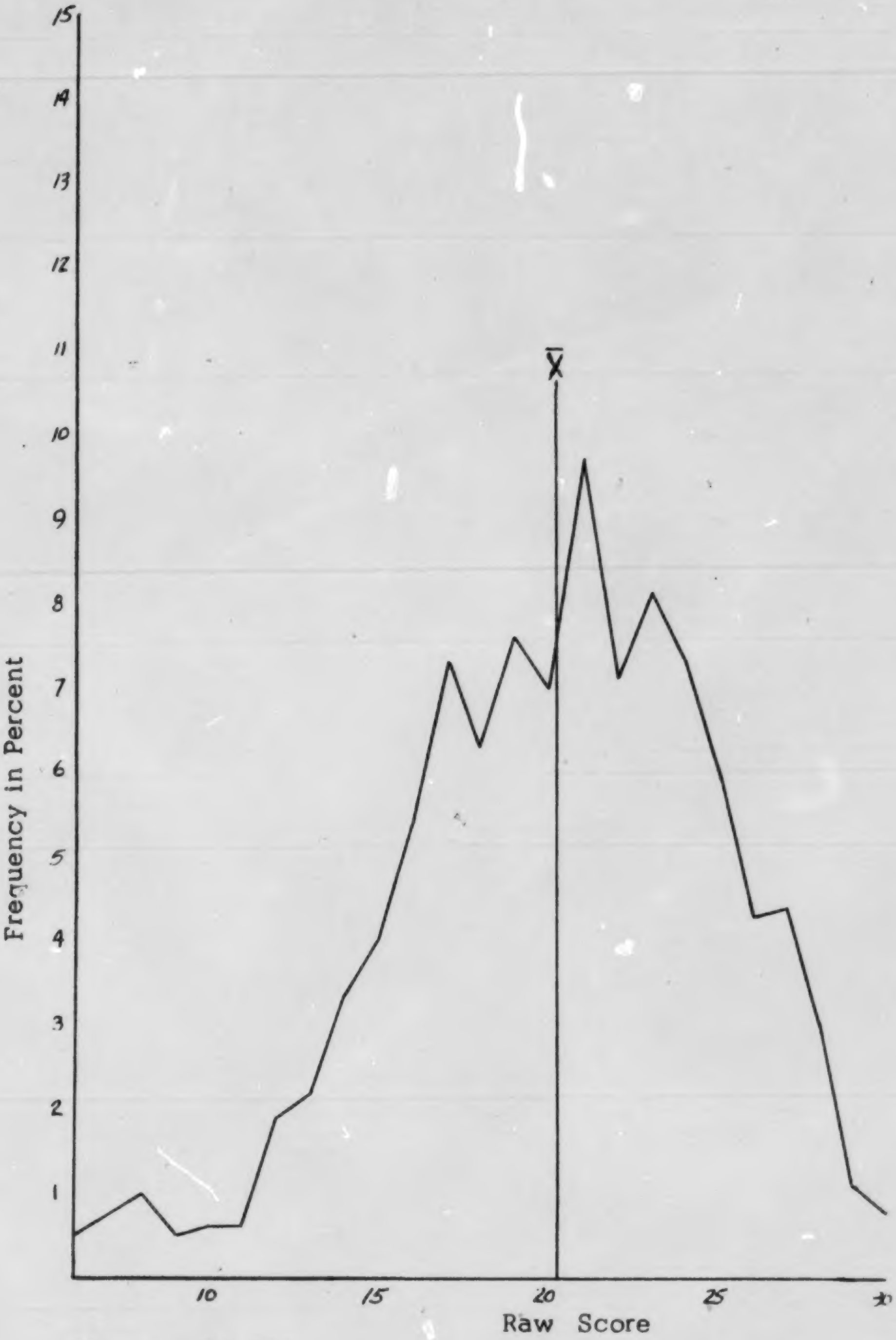


Mean 17.859
St. Dev. 3.764
Range 6 - 30
N 630

TOTAL SAMPLE
GRADES 4 - 12

TABLE 57

TEST 16 INTERPERSONAL STYLE AND EFFECTIVENESS
Subscale Sensitivity To Others Reactions (115)
Scoring - The closer the score to 30, the more sensitive the student tends to be to criticism and feedback.



Mean 20.359
St. Dev. 4.624
Range 6 - 30
N 630

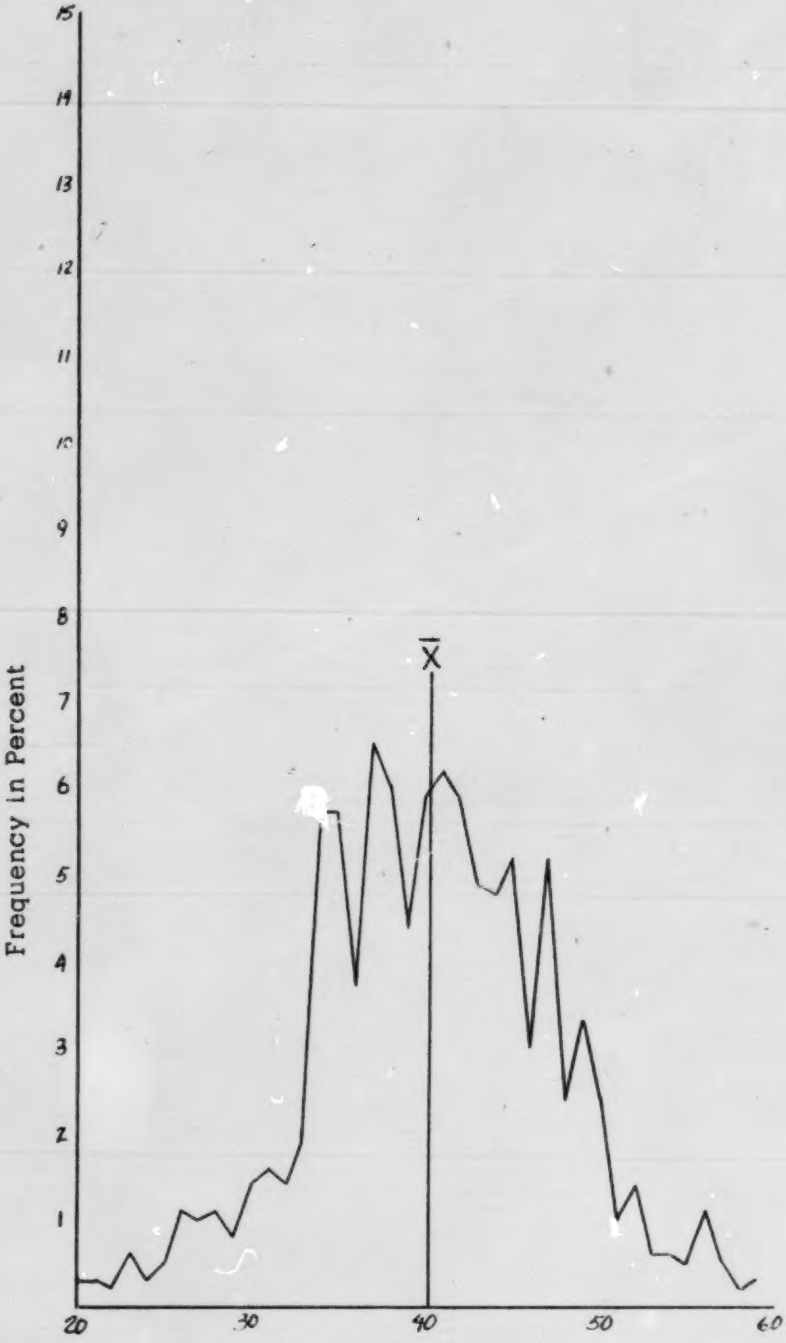
TOTAL SAMPLE
GRADES 4 - 12

TABLE 58

TEST 16 INTERPERSONAL STYLE AND EFFECTIVENESS

Subscale Preference For Competition (117)

Scoring - The closer the score to 60, the more positive the student feels about competition.



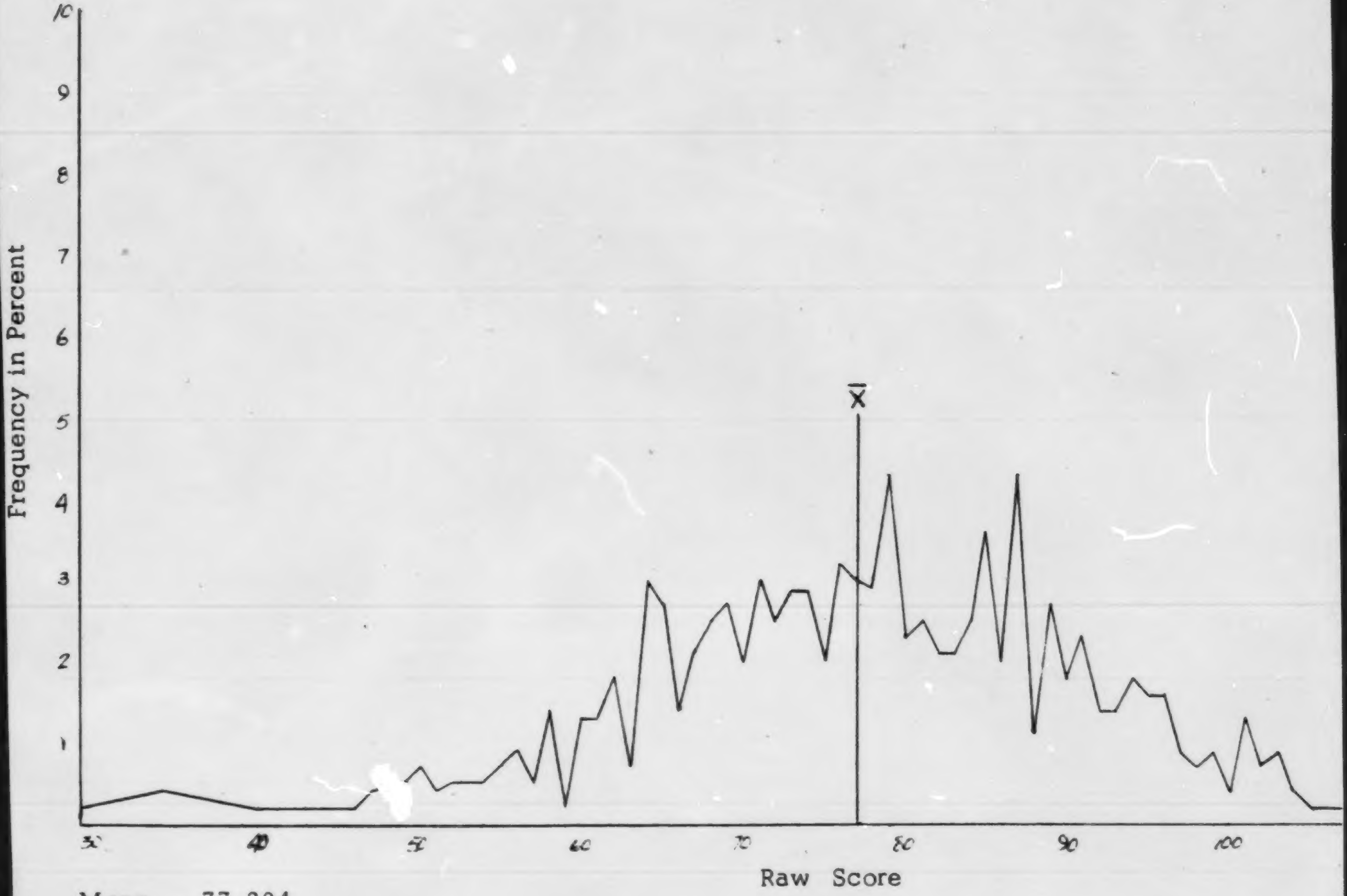
Raw Score

Mean	40.371
St. Dev.	6.927
Range	20 - 59
N	630

TOTAL SAMPLE
GRADES 4 - 12

TABLE 59

TEST 17 CONCERN FOR OTHERS FEELINGS, EMPATHY, TOLERANCE
Subscale Concern For others Feelings (118)
Scoring - The closer the score to 110, the more the student shows concern for others feelings.

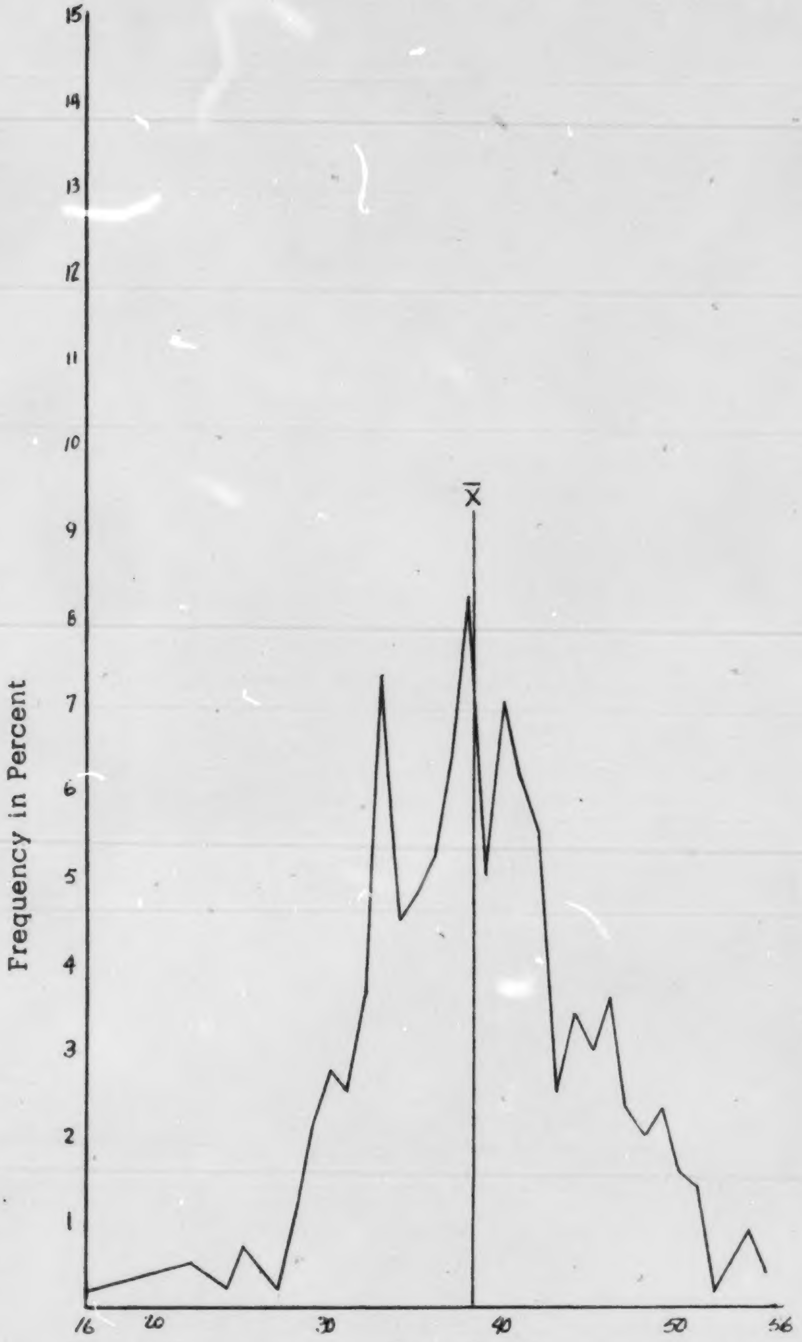


Mean 77.204
St. Dev. 13.160
Range 29 - 107
N 560

TOTAL SAMPLE
GRADES 4 - 12

TABLE 60

TEST 17 CONCERN FOR OTHERS, EMPATHY, TOLERANCE
Subscore Consideration For Others (122)
Scoring - The closer the score to 55, the more consideration the student tends to show for others.

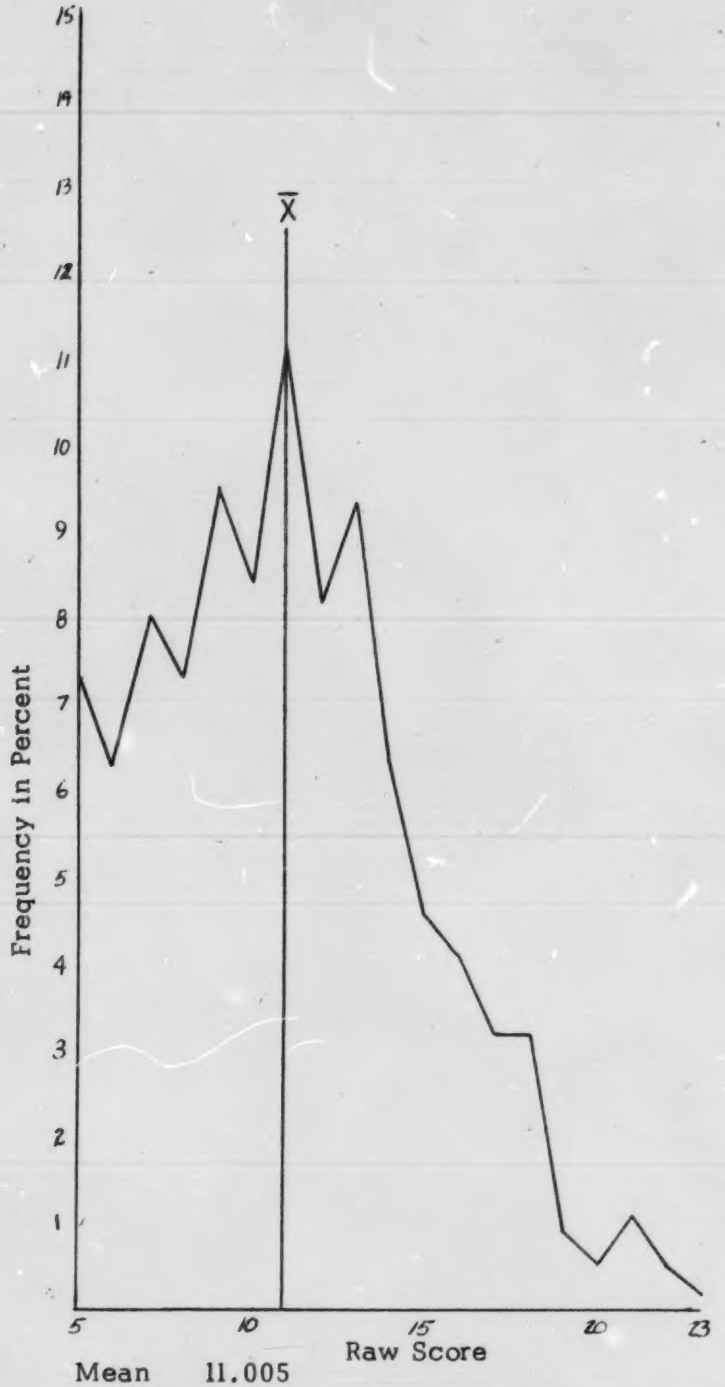


Mean 38.505
St. Dev. 6.358
Range 16 - 55
N 560

TOTAL SAMPLE
GRADES 4 - 12

TABLE 61

TEST 17 CONCERN FOR OTHERS, EMPATHY, TOLERANCE
Subscale Prejudice And Lack Of Tolerance (124)
Scoring - The closer the score to 25, the more the student evidences prejudice and a lack of tolerance.

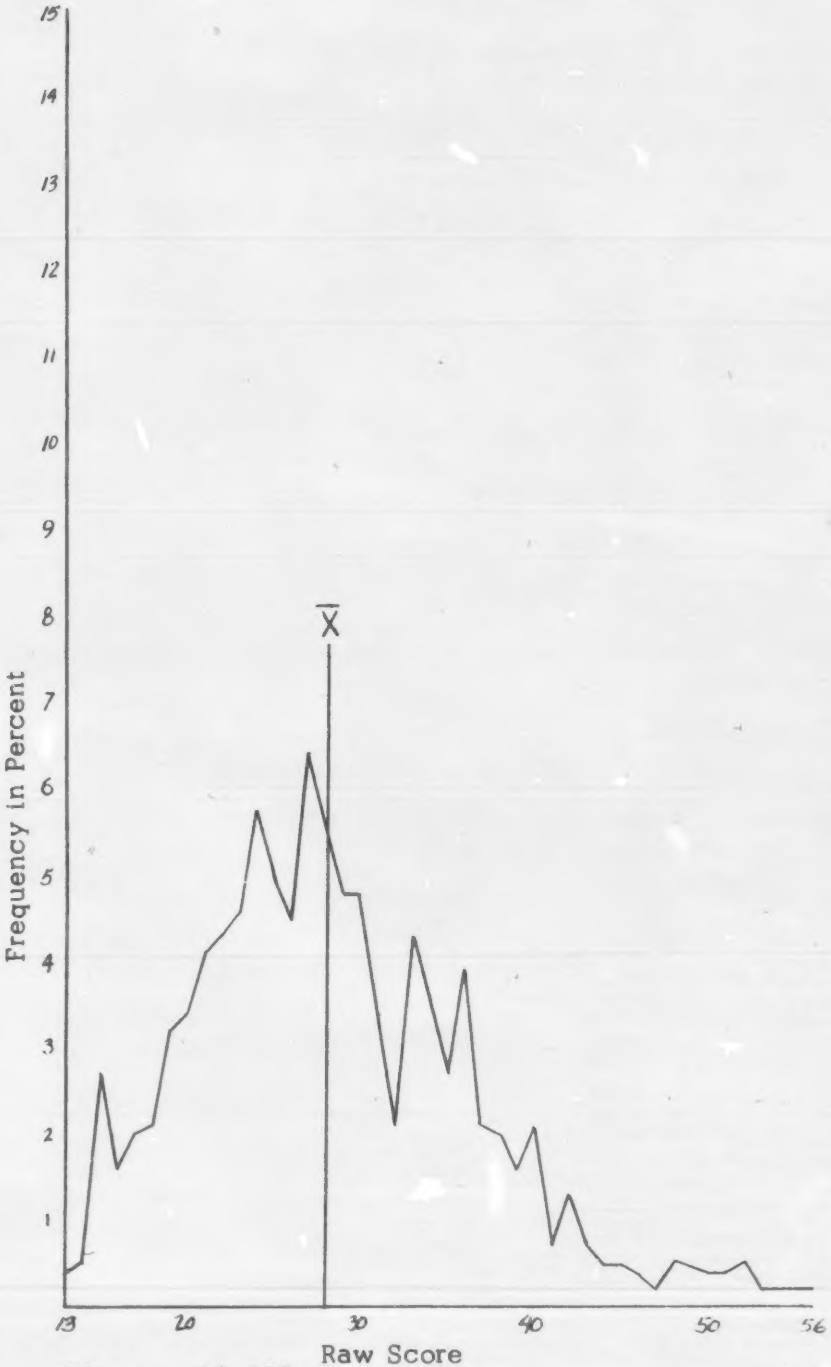


Mean 11.005
St. Dev. 3.890
Range 5 - 23
N 560

TOTAL SAMPLE
GRADES 4 - 12

TABLE 62

TEST 17 CONCERN FOR OTHERS, EMPATHY, TOLERANCE
Subscale Superiority and Lack of Tolerance (126)
Scoring - The closer the score to 60, the more evidence there is of superior feelings and the more lack of tolerance.

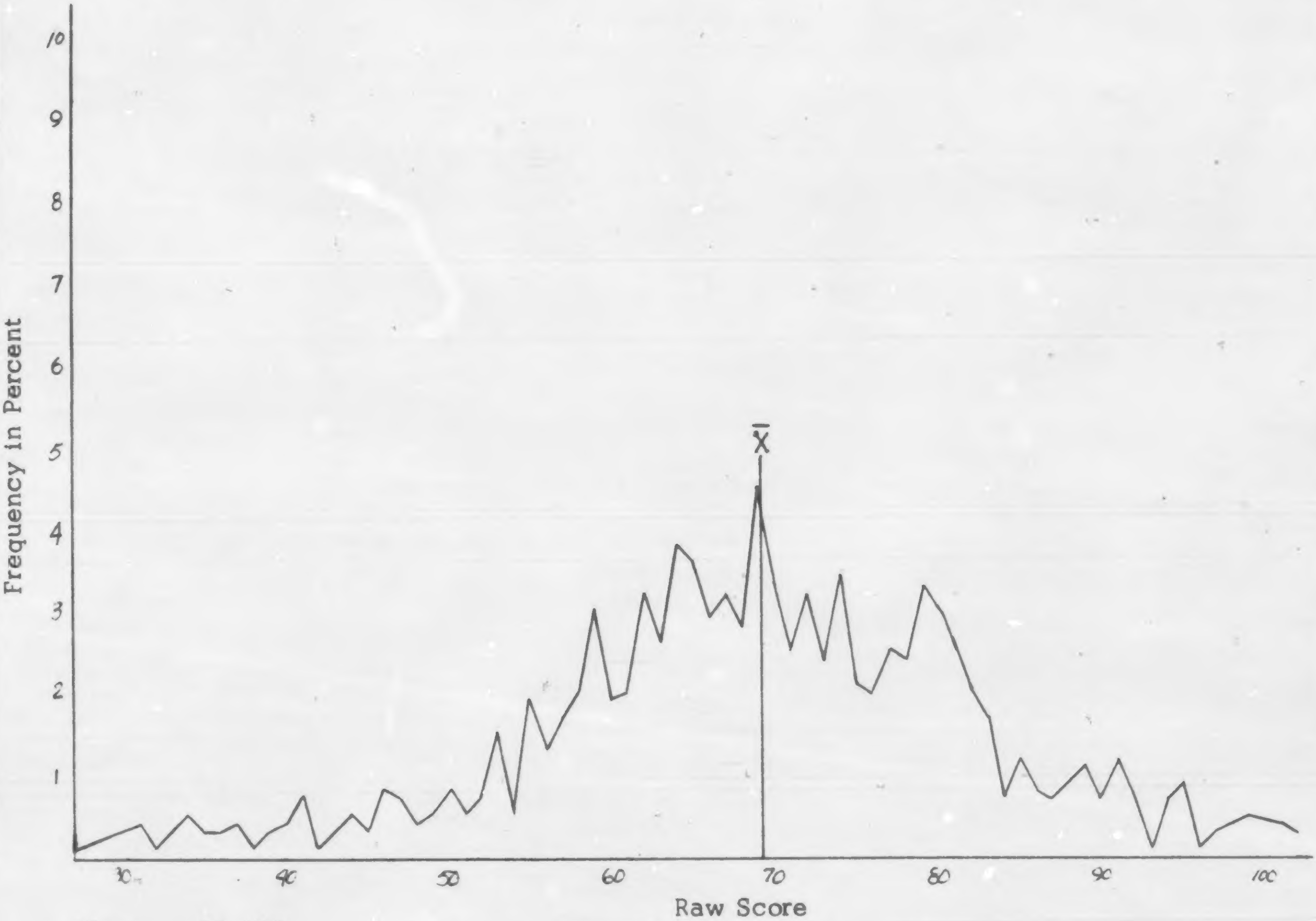


Mean 28.259
St. Dev. 7.848
Range 13 -56
N 560

TOTAL SAMPLE
GRADES 4 - 12

TABLE 63

TEST 18 RELATIONS WITH OTHERS, SOCIABILITY, SOCIAL RESPONSIBILITY
Subscale Acceptance By Others (127)
Scoring - The closer the score to 105, the more the student is liked and accepted by others.

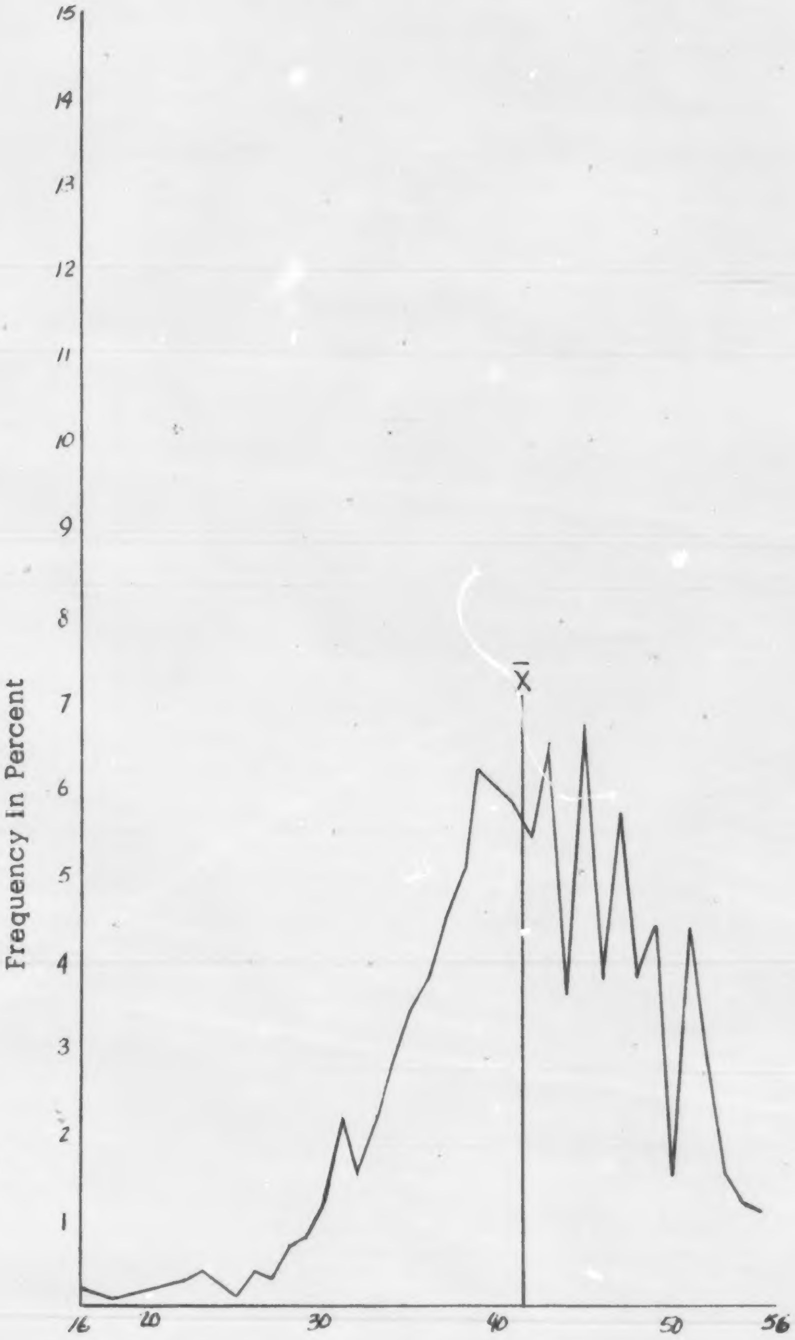


Mean 69.187
St. Dev. 13.288
Range 27 - 102
N 756

TOTAL SAMPLE
GRADES 4 - 12

TABLE 64

TEST 18 RELATIONS WITH OTHERS, SOCIAL RESPONSIBILITY
Subscale Friendliness (128)
Scoring - The closer the score to 55, the more friendly and accepting of others the student tends to be.

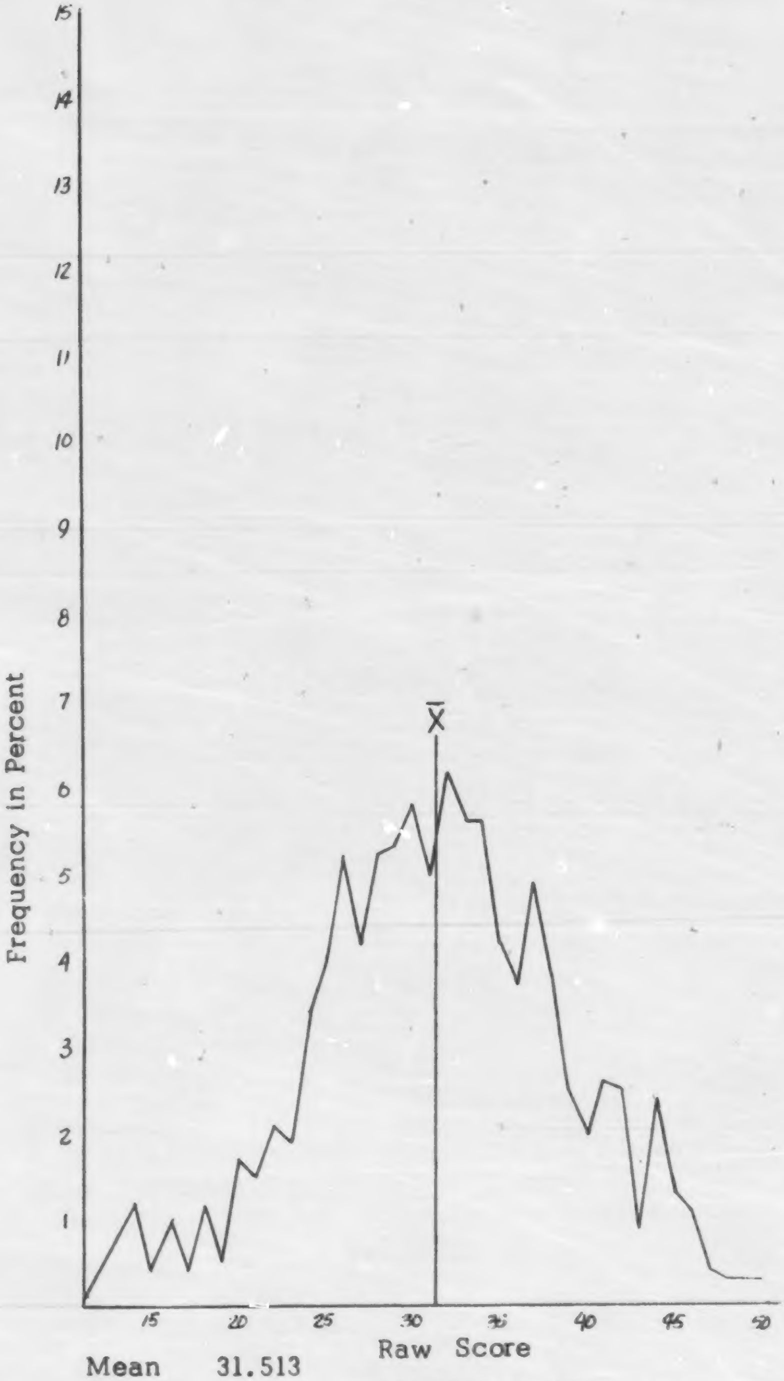


Mean	41.837
St. Dev.	6.491
Range	18 -55
N	756

TOTAL SAMPLE
GRADES 4 - 12

TABLE 65

TEST 18 RELATIONS WITH OTHERS, SOCIAL RESPONSIBILITY
Subscale Shyness (129)
Scoring - The closer the score to 50, the more shy and withdrawn the student tends to be.

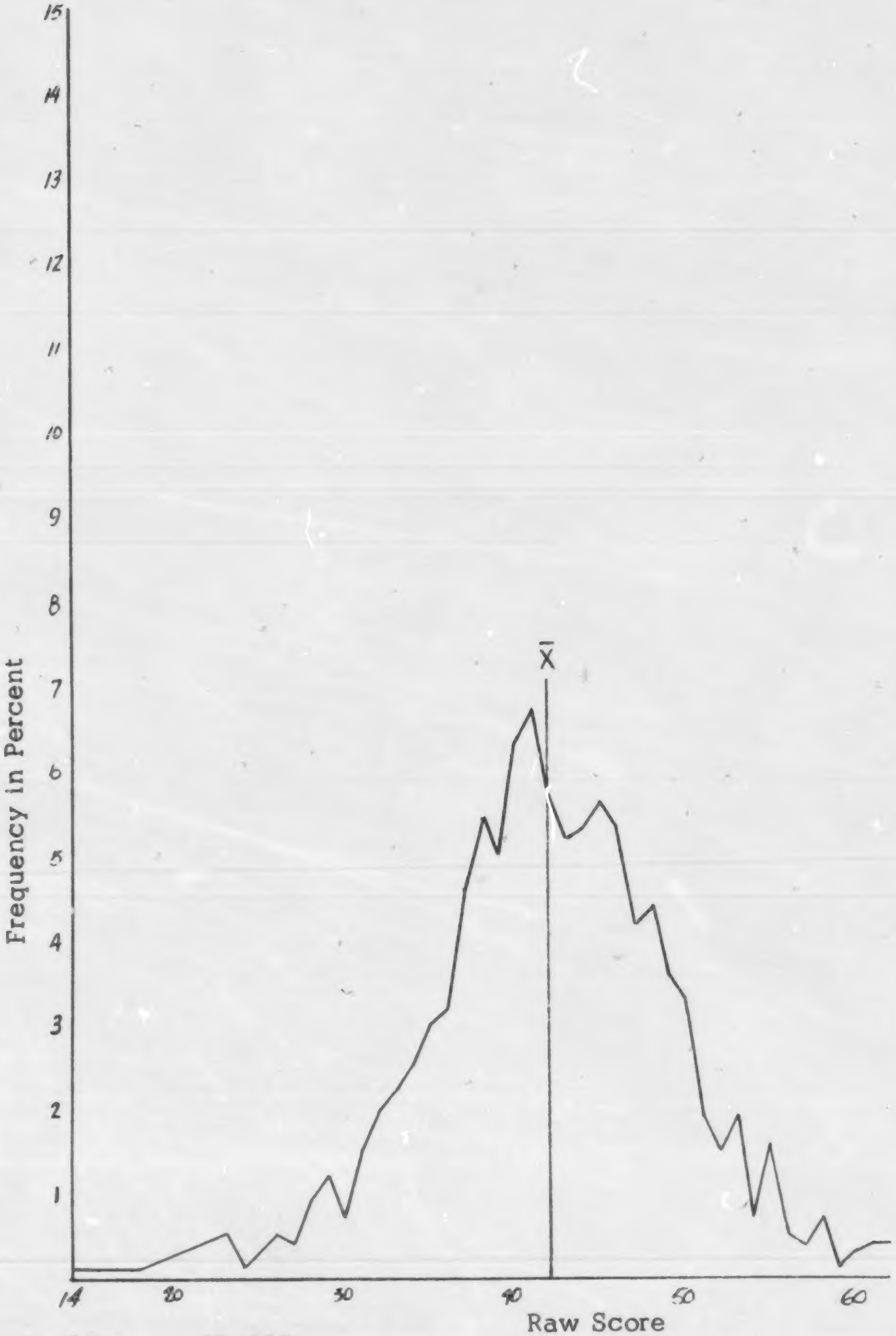


Mean 31.513
St. Dev. 7.103
Range 11 - 50
N 756

TOTAL SAMPLE
GRADES 4 - 12

TABLE 66

TEST 18 RELATIONS WITH OTHERS, SOCIAL RESPONSIBILITY
Subscale Belief And Trust In Man (130)
Scoring - The closer the score to 65, the greater the students' belief in and trust of his fellow man.

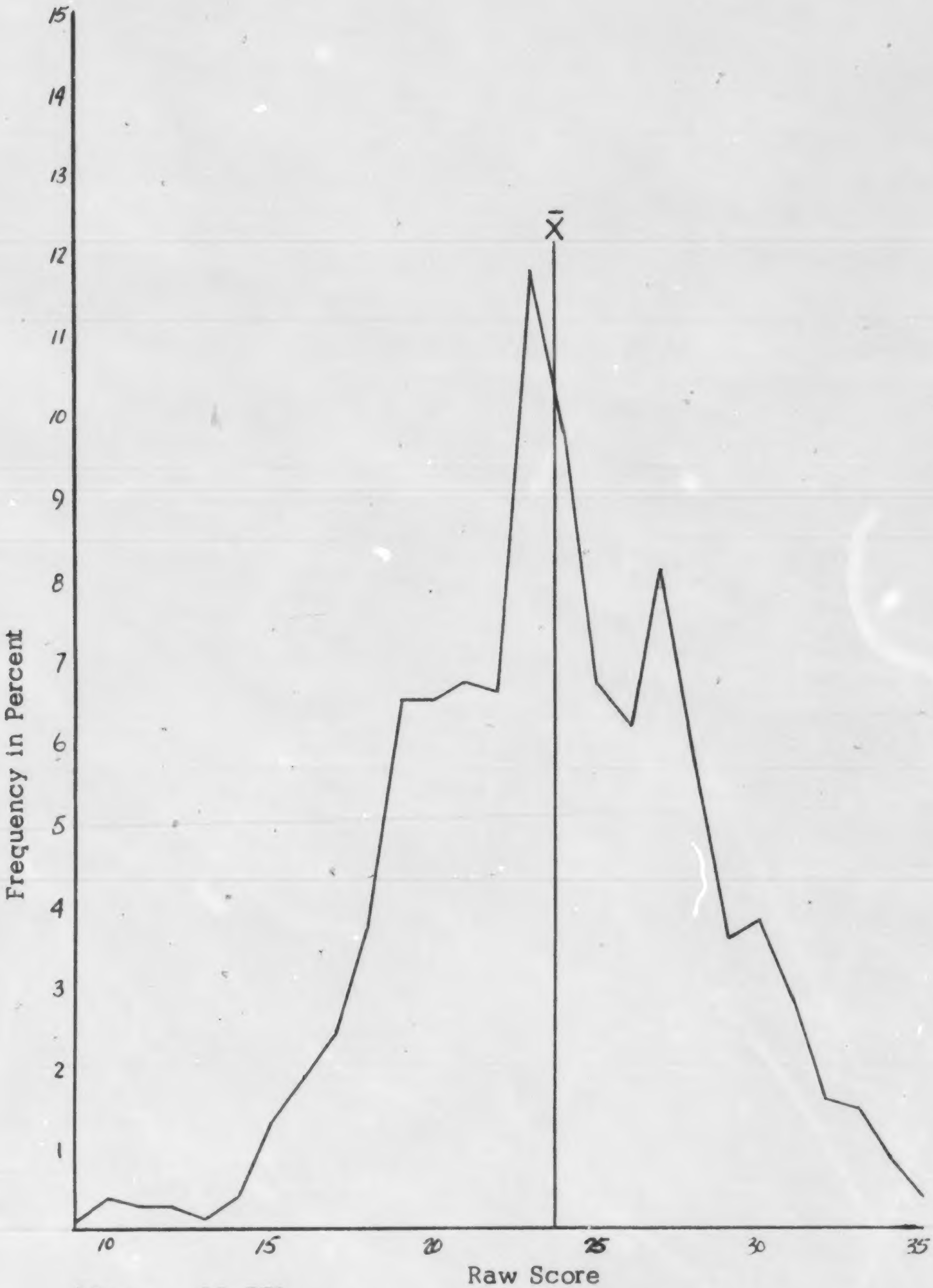


Mean 42.095
St. Dev. 7.039
Range 14 - 62
N 756

TOTAL SAMPLE
GRADES 4 - 12

TABLE 67

TEST 18 RELATIONS WITH OTHERS, SOCIAL RESPONSIBILITY
Subscale Openness And Authenticity (131)
Scoring - The closer the score to 35, the more open to other people the student tends to be and the more authentic.



Mean 23.771
St. Dev. 4.475
Range 9 -35
N 756

TOTAL SAMPLE
GRADES 4 - 12

APPENDIX D

SIGNIFICANT SUBSCALE CORRELATIONS

Appendix D contains one table for each subscale in the battery with more than three items (generally). Each table is a summary of the significant correlations obtained between the given subscale and all others in the analysis. The entire matrix, from which these were drawn, is presented in Appendix E.

TABLE 1

SIGNIFICANT CORRELATIONS OF SUBSCALE 5 OF TEST 01/02

GENERAL ATTITUDE TOWARD SCHOOL WITH OTHER SUBSCALES

N	r	TITLE	Subscale	
1831	.64	Attitude Toward Own School	6	(01/02)
"	.63	Perceived Value of What is Learned in School	7	"
209	.61	Motivation to Succeed in School	39	(05)
"	.54	Organization, Perseverance and Competence in School Work	40	"
"	.27	Confidence in Front of the Class	42	"
"	.42	Confidence in Ability to do Well in School	43	"
"	.50	Attentiveness, Concentration, & Self-Discipline in School Work	44	"
"	.63	Attitude Toward Studying and Homework	47	"
"	.22	Participation in Class Discussions	48	"
302	.53	Teacher Interest in Individual Students	49	(06/07)
"	.62	Teacher Relationship with the Student	50	"
"	.27	Student Involvement in Choosing and Planning Work	51	"
"	.46	Attitudes Toward Grades in School	52	"
36	.43	Teacher Fairness	55	(08/09)
"	-.44	Teacher Dominance and Control	56	"
"	.37*	Teacher Understanding, Patience, and Interest	64	"
366	33	Advocate Student Responsibility Regarding School Rules	65	(10)
"	19	Advocate Student Discipline and Control	66	"
"	29	Value Student Initiative and Independence	68	"
"	-14	Advocate Curriculum Based on Learning to Solve Real-Life Prob.	69	"
"	31	Competitiveness and Desire to Succeed	70	"
"	46	Agreement with Traditional Classroom Values	71	"
647	18	Self-Esteem	76	(11)
"	25	Emotional Control	78	"
"	11	Resilience - Recovery from Emotional Upset	80	"
"	.24	Self-Confidence and Self-Assurance	81	"
"	.24	Sense of Well-Being	82	"
"	.23	Positive, Optimistic Attitude Toward Life	83	"
138	-23*	Carefree/Recklessness	90	(12)
236	21	Confidence in Personal Value and Belief System	93	(13)
"	26	Aesthetic Sensitivity and Appreciation	96	"
"	17	Independence & Positive Self-Regard	98	"
"	28	Creativity	99	"
		* Significant at the .05 level of confidence. All other correlations are significant at the .01 level.		

TABLE 1

SIGNIFICANT CORRELATIONS OF SUBSCALE 5 OF TEST 01/02

GENERAL ATTITUDE TOWARD SCHOOL WITH OTHER SUBSCALES

N	r	TITLE	Subscale	
561	.45	Conscientiousness and Pride in Work	100	(14)
"	.40	Task Application and Diligence	101	"
"	.39	Ambition and Desire to Succeed	102	"
"	22	Cooperation and Helpfulness	103	"
161	.47	Compliance and Conformity	107	(15)
"	34	Traditional Social Values	111	"
174	.32	Interpersonal Effectiveness	112	(16)
"	15*	Negative and Dysfunctional Social Responsiveness	113	"
"	-38	Preference For Competition	117	"
219	.24	Concern for Others' Feelings	118	(17)
	-19	Self-Depreciation	120	"
"	23	Consideration for Others	122	"
"	-16*	Judgmental and Critical of Others	125	"
"	-20	Superiority and Lack of Tolerance	126	"
330	16	Friendliness	128	(18)
"	11*	Belief and Trust in Man	130	"
"	15	Social Responsibility	132	"
"	11*	Attitudes Toward Older People	133	"

TABLE 2

SIGNIFICANT CORRELATIONS OF SUBSCALE 6 OF TEST 01/02
ATTITUDE TOWARD OWN SCHOOL WITH OTHER SUBSCALES

N	r	TITLE	Subscale	
1831	64	General Attitude Toward School	5	(01/02)
"	44	Perceived Value of What is Learned in School	7	"
209	38	Motivation to Succeed in School	39	(05)
"	39	Organization, Perseverance and Competence in School Work	40	"
"	19	Confidence in Front of the Class	42	"
"	25	Confidence in Ability to Do Well in School	43	"
"	36	Attentiveness, Concentration, & Self-Discipline in School Work	44	"
"	20	Feelings of Acceptance and Involvement	45	"
"	36	Attitude Toward Studying and Homework	47	"
302	38	Teacher Interest in Individual Students	49	(06/07)
"	46	Teacher Relationship With the Students	50	"
"	15	Student Involvement in Choosing and Planning Work	51	"
"	31	Attitudes Toward Grades in School	52	"
36	37*	Teacher Temperament	54	(08/09)
"	39*	Teacher Fairness	55	"
"	-37*	Teacher Dominance and Control	56	"
"	46	Emphasis on Outside Learning	63	"
"	38*	Teacher Understanding, Patience, and Interest	64	"
366	19	Advocate Student Responsibility Regarding School Rules	65	(10)
"	24	Value Student Initiative and Independence	68	"
"	26	Competitiveness and Desire to Succeed	70	"
"	33	Agreement with Traditional Classroom Values	71	"
"	14	Questioning, Exploring Orientation	72	"
"	13*	Advocate Curriculum Based on Society's Needs and Problems	74	"
"	17	Value Learning to Work Together	75	"
647	11	Self Esteem	76	(11)
"	16	Emotional Control	78	"
"	8*	Resilience - Recovery from Emotional Upset	80	"
"	18	Self-Confidence and Self-Assurance	81	"
"	16	Sense of Well-Being	82	"
"	23	Positive, Optimistic Attitude Toward Life	83	"
138	20*	Happiness/Cheerfulness	91	(12)
236	24	Confidence in Personal Value and Belief System	93	(13)
"	22	Verbal and Communication Skills	94	"
"	16	Independence & Positive Self-Regard	98	"
"	22	Creativity	99	"

TABLE 2

SIGNIFICANT CORRELATIONS OF SUBSCALE 6 OF TEST 01/02

ATTITUDE TOWARD OWN SCHOOL WITH OTHER SUBSCALES

N	r	TITLE	Subscale	
561	30	Conscientiousness and Pride in Work	100	(14)
"	23	Task Application and Diligence	101	"
"	29	Ambition and Desire to Succeed	102	"
"	15	Cooperation and Helpfulness	103	"
161	23	Compliance and Conformity	107	(15)
"	24	Traditional Social Values	111	"
174	39	Interpersonal Effectiveness	112	(16)
"	-23	Negative and Dysfunctional Social Responsiveness	113	"
	.23	Concern for Others' Feelings	118	(17)
330	13*	Friendliness	128	(18)
"	17	Belief and Trust in Man	130	"
"	11*	Openness and Authenticity	131	"
"	-17	Lack of Social Concern	134	"

TABLE 3

SIGNIFICANT CORRELATIONS OF SUBSCALE 7 OF TEST 01/02

PERCEIVED VALUE OF WHAT IS LEARNED IN SCHOOL WITH OTHER SUBSCALES

N	r	TITLE	Subscale	
1831	63	General Attitude Toward School	5	(01/02)
"	44	Attitude Toward Own School	6	"
209	53	Motivation to Succeed in School	39	(05)
"	27	Organization, Perseverance and Competence in School Work	40	"
"	25	Confidence in Front of the Class	42	"
"	32	Confidence in Ability To Do Well in School	43	"
"	46	Attentiveness, Concentration, and Self-Discipline in School	44	"
"	53	Attitude Toward Studying and Homework	47	"
"	19	Participation in Class Discussions	48	"
302	29	Teacher Interest in Individual Students	49	(06/07)
"	51	Teacher Relationship With The Student	50	"
"	45	Attitudes Toward Grades in School	52	"
36	40	Teacher Temperament	54	(08/09)
"	52	Teacher Fairness	55	"
"	-52	Teacher Dominance and Control	56	"
"	35*	Attitudes Toward Competition	59	"
"	41	Teacher Understanding, Patience, and Interest	64	"
366	33	Advocate Student Responsibility Regarding School Rules	65	(10)
"	16	Advocate Student Discipline and Control	66	"
"	27	Value Student Initiative and Independence	68	"
"	-13*	Advocate Curriculum Based on Learning to Solve Real-Life Prob.	69	"
"	27	Competiveness and Desire to Succeed	70	"
"	36	Agreement with Traditional Classroom Values	71	"
"	14	Questioning, Exploring Orientation	72	"
"	20	Advocate Curriculum Based on Society's Needs and Problems	74	"
"	17	Value Learning to Work Together	75	"
647	21	Self-Esteem	76	(11)
"	15	Energy Level	77	"
"	18	Emotional Control	78	"
"	18	Resilience - Recovery from Emotional Upset	80	"
"	28	Self-Confidence and Self-Assurance	81	"
"	24	Sense of Well-Being	82	"
"	25	Positive, Optimistic Attitude Toward Life	83	"
"	10*	Self-Understanding	84	"

TABLE 3

SIGNIFICANT CORRELATIONS OF SUBSCALE 7 OF TEST 01/02

PERCEIVED VALUE OF WHAT IS LEARNED IN SCHOOL WITH OTHER SUBSCALES

N	r	TITLE	Subscale	
138	-25	Impulsiveness	86	(12)
"	-31	Prejudice/Conservatism	88	"
"	-24	Carefree/Recklessness	90	"
"	20*	Happiness/Cheerfulness	91	"
"	-33	Submissiveness/Compliance	92	"
236	35	Confidence in Personal Value and Belief System	93	(13)
"	23	Interest in Creative Problem-Solving	95	"
"	25	Aesthetic Sensitivity and Appreciation	96	"
"	24	Independence and Positive Self-Regard	98	"
"	21	Creativity	99	"
561	.31	Conscientiousness and Pride in Work	100	(14)
"	.40	Task Application and Diligence	101	"
"	43	Ambition and Desire to Succeed	102	"
"	10	Cooperation and Helpfulness	103	"
161	.31	Compliance and Conformity	107	(15)
"	.29	Traditional Social Values	111	"
174	19	Interpersonal Effectiveness	112	(16)
"	-42	Negative and Dysfunctional Social Responsiveness	113	"
"	-18	Openness To Giving and Receiving Feedback	116	"
219	33	Concern for Others' Feelings	118	(17)
"	-23	Feelings of Superiority	119	"
"	-15	Demanding in Relationships with Others	121	"
"	22	Consideration for Others	122	"
"	-19	Self-Centeredness	123	"
"	-29	Prejudice and Lack of Tolerance	124	"
"	-24	Judgmental and Critical of Others	125	"
"	-32	Superiority and Lack of Tolerance	126	"
330	.22	Friendliness	128	(18)
"	18	Belief and Trust in Man	130	"
"	.29	Openness and Authenticity	131	"
"	13	Social Responsibility	132	"
"	15	Attitudes Toward Older People	133	"
"	-21	Lack of Social Concern	134	"

TABLE 4

SIGNIFICANT CORRELATIONS OF SUBSCALE 9 OF TEST 03

TEACHER FAIRNESS AND PERSONAL INTEREST IN STUDENTS WITH OTHER SUBSCALES

N	r	TITLE	Subscale	
1000	-57	Teacher Aloofness and Mistreatment of Students	10	(03)
"	73	Humanistic Treatment of Students	11	"
"	40	Fairness of Rules and Punishment	12	"
"	31	Student Responsibility	13	"
"	25	Feeling of Acceptance and Belonging	14	"
"	48	Principal's Interest in Students	15	"
"	07*	Need for Discipline and Control in School	16	"
"	17	School Spirit	17	"
"	21	Student Participation in Decision-Making	18	"
"	46	Teacher Relations and Job Satisfaction	19	"
"	32	Student Relations	20	"
"	16	Satisfaction with Emphasis on School Activities	21	"
"	79	General School Climate	22	"
"	78	Treatment of Students as Trusted, Responsible Persons	23	"
		Need for Change or Improvement In:		
964	-21	Teacher Fairness and Personal Interest in Students	24	(04)
"	-32	Teacher Aloofness and Mistreatment of Students	25	"
"	-28	Humanistic Treatment of Students	26	"
"	-22	Fairness of Rules and Punishment	27	"
"	- 7*	Conditions Affecting Feelings of Acceptance and Belonging	29	"
"	-13	Principal's Interest in Students	30	"
"	-14	Discipline and Control in School	31	"
"	-28	Student Participation in Decision-Making	33	"
"	-10	Teacher Relations and Job Satisfaction	34	"
"	- 7*	Student Relations tion	35	"
"	- 9	Emphasis on School Activities	36	"
"	-21	General School Climate	37	"
"	-27	Treatment of Students as Trusted, Responsible Persons	38	"
138	30	Motivation to Succeed in School	39	(05)
"	22	Preference for Working With Other Students	41	"
"	17*	Feelings of Acceptance and Involvement	45	"
"	27	Attitude Toward Studying and Homework	47	"
"	17*	Participation in Class Discussions	48	"
		No Data		(06/07)
		No Data		(08/09)
		No Data		(10)
84	21*	Resilience - Recovery from Emotional Upset	80	(11)
"	28	Self-Confidence and Self-Assurance	81	"
"	34	Positive, Optimistic Attitude Toward Life	83	"
286	13*	Flexibility and Adaptability	85	(12)
"	13*	Prejudice/Conservatism	88	"
"	13*	Compulsiveness	89	"

TABLE 4

SIGNIFICANT CORRELATIONS OF SUBSCALE 9 OF TEST 03

TEACHER FAIRNESS AND PERSONAL INTEREST IN SUTDENTS WITH OTHER SUBSCALES

N	r	TITLE	Subscale	
236	18	Independence and Positive Self-Regard	98	(13)
"	21	Creativity	99	"
388	27	Conscientiousness and Pride in Work	100	(14)
"	18	Task Application and Diligence	101	"
"	28	Ambition and Desire to Succeed	102	"
"	22	Cooperation and Helpfulness	103	"
178	15*	Self-Assertiveness	105	(15)
"	38	Compliance and Conformity	107	"
"	28	Traditional Social Values	111	"
		No Data		
96	26	Feelings of Superiority	119	(17)
"	27	Prejudice and Lack of Tolerance	124	"
"	27	Superiority and Lack of Tolerance	126	"
		No Data		(18)

TABLE 5

SIGNIFICANT CORRELATIONS OF SUBSCALE 10 OF TEST 03

TEACHER ALOOFNESS AND MISTREATMENT OF STUDENTS WITH OTHER SUBSCALES

N	r	TITLE	Subscale	
1000	-57	Teacher Fairness and Personal Interest in Students	9	(03)
"	-84	Humanistic Treatment of Students	11	"
"	-43	Fairness of Rules and Punishment	12	"
"	-18	Student Responsibility	13	"
"	-23	Feeling of Acceptance and Belonging	14	"
"	-44	Principal's Interest in Students	15	"
"	-28	School Spirit	17	"
"	-15	Student Participation in Decision-Making	18	"
"	-44	Teacher Relations and Job Satisfaction	19	"
"	-38	Student Relations	20	"
"	-35	Satisfaction with Emphasis on School Activities	21	"
"	-71	General School Climate	22	"
"	-58	Treatment of Students as Trusted, Responsible Persons	23	"
		Need for Change or Improvement In:		
964	28	Teacher Fairness and Personal Interest in Students	24	(04)
"	41	Teacher Aloofness and Mistreatment of Students	25	"
"	37	Humanistic Treatment of Students	26	"
"	25	Fairness of Rules and Punishment	27	"
"	18	Conditions Affecting Feelings of Acceptance and Belonging	29	"
"	23	Principal's Interest in Students	30	"
"	15	Discipline and Control in School	31	"
"	13	School Spirit	32	"
"	27	Student Participation in Decision-Making	33	"
"	19	Teacher Relations and Job Satisfaction	34	"
"	15	Student Relations	35	"
"	18	Emphasis on School Activities	36	"
"	30	General School Climate	37	"
"	32	Treatment of Students as Trusted, Responsible Persons	38	"
138	-38	Motivation to Succeed in School	39	(05)
"	-30	Attentiveness, Concentration, & Self-Discipline in School Work	44	"
"	-24	Feelings of Acceptance and Involvement	45	"
"	-37	Attitude Toward Studying and Homework	47	"
		No Data		(06/07)
		No Data		(08/09)
		No Data		(10)
84	-33	Self-Esteem	76	(11)
"	-29	Resilience - Recovery from Emotional Upset	80	"
"	-31	Self-Confidence and Self-Assurance	81	"
"	-29	Sense of Well-Being	82	"
286	-12*	Flexibility and Adaptability	85	(12)
"	16	Carefree/Recklessness	90	"

TABLE 5

SIGNIFICANT CORRELATIONS OF SUBSCALE 10 OF TEST 03

TEACHER ALOOFNESS AND MISTREATMENT OF STUDENTS WITH OTHER SUBSCALES

N	r	TITLE	Subscale	
236		No significant correlations		(13)
388	-22	Task Application and Diligence	101	(14)
"	-18	Ambition and Desire to Succeed	102	"
"	-16	Cooperation and Helpfulness	103	"
178	-15*	Internal vs. External Locus of Control and Evaluation	106	(15)
"	-19	Compliance and Conformity	107	"
"	-17*	Self-Depreciation & Self-Punishment	109	"
"	-19	Ambition and Self-Determination	110	"
		No Data		(16)
96		No significant correlations		(17)
		No Data		(18)

TABLE 6

SIGNIFICANT CORRELATIONS OF SUBSCALE 11 OF TEST 03

HUMANISTIC TREATMENT OF STUDENTS WITH OTHER SUBSCALES

N	r	TITLE	Subscale	
1000	73	Teacher Fairness and Personal Interest in Students	9	(03)
"	-84	Teacher Aloofness and Mistreatment of Students	10	"
"	71	Fairness of Rules and Punishment	12	"
"	23	Student Responsibility	13	"
"	28	Feeling of Acceptance and Belonging	14	"
"	62	Principal's Interest in Students	15	"
"	28	School Spirit	17	"
"	24	Student Participation in Decision-Making	18	"
"	46	Teacher Relations and Job Satisfaction	19	"
"	42	Student Relations	20	"
"	44	Satisfaction with Emphasis on School Activities	21	"
"	86	General School Climate	22	"
"	82	Treatment of Students as Trusted, Responsible Persons	23	"
		Need for Change or Improvement In:		
964	-29	Teacher Fairness and Personal Interest in Students	24	(04)
"	-40	Teacher Aloofness and Mistreatment of Students	25	"
"	-41	Humanistic Treatment of Students	26	"
"	-37	Fairness of Rules and Punishment	27	"
"	-19	Conditions Affecting Feelings of Acceptance and Belonging	29	"
"	-27	Principal's Interest in Students	30	"
"	-18	Discipline and Control in School	31	"
"	-12	School Spirit	32	"
"	-32	Student Participation in Decision-Making	33	"
"	-17	Teacher Relations and Job Satisfaction	34	"
"	-16	Student Relations	35	"
"	-21	Emphasis on School Activities	36	"
"	-33	General School Climate	37	"
"	-38	Treatment of Students as Trusted, Responsible Persons	38	"
138	41	Motivation to Succeed in School	39	(05)
"	18*	Confidence in Front of the Class	42	"
"	27	Attentiveness, Concentration, & Self-Discipline in School Work	44	"
"	23	Feelings of Acceptance and Involvement	45	"
"	44	Attitude Toward Studying and Homework	47	"
		No Data		(06/07)
		No Data		(08/09)
		No Data		(10)
84	31	Self-Esteem	76	(11)
"	40	Resilience - Recovery from Emotional Upset	80	"
"	46	Self-Confidence and Self-Assurance	81	"
"	32	Sense of Well-Being	82	"
"	35	Positive, Optimistic Attitude Toward Life	83	"
286	13*	Flexibility and Adaptability	85	(12)
"	-20	Carefree/Recklessness	90	"

TABLE 6

SIGNIFICANT CORRELATIONS OF SUBSCALE 11 OF TEST 03

HUMANISTIC TREATMENT OF STUDENTS WITH OTHER SUBSCALES

N	r	TITLE	Subscale	
236	19	Aesthetic Sensitivity & Appreciation	96	(13)
"	15*	Self-Confidence As A Learner	97	"
"	14*	Independence & Positive Self-Regard	98	"
"	20	Creativity	99	"
388	18	Conscientiousness and Pride in Work	100	(14)
"	29	Task Application and Diligence	101	"
"	27	Ambition and Desire to Succeed	102	"
"	21	Cooperation and Helpfulness	103	"
178	18*	Internal vs. External Locus of Control & Evaluation	106	(15)
"	30	Compliance and Conformity	107	"
"	-21	Self-Depreciation & Self-Punishment	109	"
"	20	Traditional Social Values	111	"
		No Data		(16)
96	23*	Concern for Others' Feelings	118	(17)
		No Data		(18)

TABLE 7

SIGNIFICANT CORRELATIONS OF SUBSCALE 12 OF TEST 03

FAIRNESS OF RULES AND PUNISHMENT WITH OTHER SUBSCALES

N	r	TITLE	Subscale
1000	40	Teacher Fairness and Personal Interest in Students	9 (03)
"	-43	Teacher Aloofness and Mistreatment of Students	10 "
"	71	Humanistic Treatment of Students	11 "
"	13	Student Responsibility	13 "
"	12	Feeling of Acceptance and Belonging	14 "
"	45	Principal's Interest in Students	15 "
"	07*	Need for Discipline and Control in School	16 "
"	16	School Spirit	17 "
"	20	Student Participation in Decision-Making	18 "
"	28	Teacher Relations and Job Satisfaction	19 "
"	23	Student Relations	20 "
"	31	Satisfaction with Emphasis on School Activities	21 "
"	61	General School Climate	22 "
"	73	Treatment of Students as Trusted, Responsible Persons	23 "
		Need for Change or Improvement In:	
964	-19	Teacher Fairness and Personal Interest in Students	24 (04)
"	-23	Teacher Aloofness and Mistreatment of Students	25 "
"	-30	Humanistic Treatment of Students	26 "
"	-41	Fairness of Rules and Punishment	27 "
"	12	Student Responsibility	28 "
"	-11	Conditions Affecting Feelings of Acceptance & Belonging	29 "
"	-21	Principal's Interest in Students	30 "
"	- 9	Discipline and Control in School	31 "
"	-27	Student Participation in Decision-Making	33 "
"	- 8*	Teacher Relations and Job Satisfaction	34 "
"	- 8*	Student Relations	35 "
"	-17	Emphasis on School Activities	36 "
"	-22	General School Climate	37 "
"	-31	Treatment of Students as Trusted, Responsible Persons	38 "
138	38	Motivation to Succeed in School	39 (05)
"	17*	Organization, Perseverance and Competence in School Work	40 "
"	20*	Attentiveness, Concentration, & Self-Discipline in chool Work	44 "
"	37	Attitude Toward Studying and Homework	47 "
		No Data	(06/07)
		No Data	(08/09)
		No Data	(10)
84	27	Self-Esteem	76 (11)
"	35	Resilience - Recovery from Emotional Upset	80 "
"	35	Self-Confidence and Self-Assurance	81 "
"	30	Sense of Well-Being	82 "
"	32	Positive, Optimistic Attitude Toward Life	83 "
"	24*	Self-Understanding	84 "

TABLE 7

SIGNIFICANT CORRELATIONS OF SUBSCALE 12 OF TEST 03

FAIRNESS OF RULES AND PUNISHMENT WITH OTHER SUBSCALES

N	r	TITLE	Subscale	
286	-13*	Carefree/Recklessness	90	(12)
236	20	Aesthetic Sensitivity & Appreciation	96	(13)
"	13*	Independence & Positive Self-Regard	98	"
388	11*	Conscientiousness and Pride in Work	100	(14)
"	25	Task Application and Diligence	101	"
"	23	Ambition and Desire to Succeed	102	"
"	13	Cooperation and Helpfulness	103	"
178	21	Compliance and Conformity	107	(15)
"	-20	Self-Depreciation and Self-Punishment	109	"
		No Data		(16)
96	33	Concern for Others' Feelings	118	(17)
"	22*	Consideration for Others	122	"
		No Data		(18)

TABLE 8

SIGNIFICANT CORRELATIONS OF SUBSCALE 14 OF TEST 03

FEELINGS OF ACCEPTANCE AND BELONGING WITH OTHER SUBSCALES

N	r	TITLE	Subscale	
1000	25	Teacher Fairness and Personal Interest in Students	9	(03)
"	-23	Teacher Aloofness and Mistreatment of Students	10	"
"	28	Humanistic Treatment of Students	11	"
"	12	Fairness of Rules and Punishment	12	"
"	10	Student Responsibility	13	"
"	25	Principal's Interest in Students	15	"
"	-12	Need for Discipline and Control in School	16	"
"	15	School Spirit	17	"
"	15	Teacher Relations and Job Satisfaction	19	"
"	50	Student Relations	20	"
"	20	Satisfaction with Emphasis on School Activities	21	"
"	35	General School Climate	22	"
"	22	Treatment of Students as Trusted, Responsible Persons	23	"
		Need for Change In:		
964	-13	Conditions Affecting Feelings of Acceptance & Belonging	29	(04)
"	- 7*	Student Relations	35	"
138	32	Motivation to Succeed in School	39	(05)
"	25	Confidence in Front of the Class	42	"
"	25	Attentiveness, Concentration, & Self-Discipline in School Work	44	"
"	35	Feelings of Acceptance and Involvement	45	"
"	21*	Attitude Toward Studying and Homework	47	"
		No Data		(06/07)
		No Data		(08/09)
		No Data		(10)
84	24*	Self-Esteem	76	(11)
"	29	Self-Confidence and Self-Assurance	81	"
"	25	Positive, Optimistic Attitude Toward Life	83	"
286	21	Flexibility and Adaptability	85	(12)
"	18	Willingness to Risk	87	"
"	23	Happiness/Cheerfulness	91	"
"	-18	Submissiveness/Compliance	92	"
236	32	Confidence in Personal Value and Belief System	93	(13)
"	16*	Verbal and Communication Skills	94	"
"	18	Aesthetic Sensitivity & Appreciation	96	"
"	14*	Self-Confidence As A Learner	97	"
"	21	Independence & Positive Self-Regard	98	"
"	25	Creativity	99	"

TABLE 8

SIGNIFICANT CORRELATIONS OF SUBSCALE 14 OF TEST 03

FEELINGS OF ACCEPTANCE AND BELONGING WITH OTHER SUBSCALES

N	r	TITLE	Subscale	
388	18	Conscientiousness and Pride in Work	100	(14)
"	30	Task Application and Diligence	101	"
"	25	Ambition and Desire to Succeed	102	"
"	11*	Cooperation and Helpfulness	103	"
178	20	Self-Assertiveness	105	(15)
"	27	Internal vs. External Locus of Control and Evaluation	106	"
"	22	Independence and Self-Sufficiency	108	"
"	-35	Self-Depreciation & Self-Punishment	109	"
"	25	Traditional Social Values	111	"
		No Data		(16)
		No Significant Correlations		(17)
		No Data		(18)

TABLE 9

SIGNIFICANT CORRELATIONS OF SUBSCALE 15 OF TEST 03
PRINCIPAL'S INTEREST IN STUDENTS WITH OTHER SUBSCALES

N	r	TITLE	Subscale	
1000	48	Teacher Fairness and Personal Interest in Students	9	(03)
"	-44	Teacher Aloofness and Mistreatment of Students	10	"
"	62	Humanistic Treatment of Students	11	"
"	45	Fairness of Rules and Punishment	12	"
"	27	Student Responsibility	13	"
"	25	Feeling of Acceptance and Belonging	14	"
"	21	School Spirit	17	"
"	17	Student Participation in Decision-Making	18	"
"	36	Teacher Relations and Job Satisfaction	19	"
"	30	Student Relations	20	"
"	20	Satisfaction with Emphasis on School Activities	21	"
"	67	General School Climate	22	"
"	63	Treatment of Students as Trusted, Responsibile Persons	23	"
		Need for Change or Improvement in:		
964	-12	Teacher Fairness & Personal Interest in Students	24	(04)
"	-22	Teacher Aloofness and Mistreatment of Students	25	"
"	-21	Humanistic Treatment of Students	26	"
"	-18	Fairness of Rules and Punishment	27	"
"	18	Student Responsibility	28	"
"	- 7*	Conditions Affecting Feelings of Acceptance & Belonging	29	"
"	-24	Principal's Interest in Students	30	"
"	-13	Discipline and Control in School	31	"
"	-17	Student Participation in Decision-Making	33	"
"	-16	General School Climate	37	"
"	-18	Treatment of Students as Trusted, Responsible Persons	38	"
138	46	Motivation to Succeed in School	29	(05)
"	24	Organization, Perseverance and Competence in School Work	40	"
"	34	Attentiveness, Concentration, & Self-Discipline in School Work	44	"
"	41	Attitude Toward Studying and Homework	47	"
		No Data		(06/07)
		No Data		(08/09)
		No Data		(10)
84	30	Self-Confidence and Self-Assurance	81	(11)
"	38	Positive, Optimistic Attitude Toward Life	83	"
286	-18	Impulsiveness	86	(12)
"	-20	Carefree/Recklessness	90	"
236	17	Confidence in Personal Value and Belief System	93	(13)
"	23	Aesthetic Sensitivity & Appreciation	96	"
"	18	Creativity	99	"

TABLE 9

SIGNIFICANT CORRELATIONS OF SUBSCALE 15 OF TEST 03 PRINCIPAL'S INTEREST IN STUDENTS WITH OTHER SUBSCALES

N	r	TITLE	Subscale	
388	20	Conscientiousness and Pride in Work	100	(14)
"	14	Task Application and Diligence	101	"
"	22	Ambition and Desire to Succeed	102	"
"	21	Cooperation and Helpfulness	103	"
178	33	Compliance and Conformity	107	(15)
"	26	Traditional Social Values	111	"
96	25*	Feelings of Superiority	119	(17)
"	26	Consideration for Others	122	"
"	21*	Superiority and Lack of Tolerance	126	"
		No Data		(18)

TABLE 10

SIGNIFICANT CORRELATIONS OF SUBSCALE 20 OF TEST 03 STUDENT RELATIONS WITH OTHER SUBSCALES

N	r	TITLE	Subscale	
1000	32	Teacher Fairness and Personal Interest in Students	9	(03)
"	-38	Teacher Aloofness and Mistreatment of Students	10	"
"	42	Humanistic Treatment of Students	11	"
"	23	Fairness of Rules and Punishment	12	"
"	29	Student Responsibility	13	"
"	50	Feeling of Acceptance and Belonging	14	"
"	30	Principal's Interest in Students	15	"
"	-16	Need for Discipline and Control in School	16	"
"	31	School Spirit	17	"
"	11	Student Participation in Decision-Making	18	"
"	24	Teacher Relations and Job Satisfaction	19	"
"	29	Satisfaction with Emphasis on School Activities	21	"
"	57	General School Climate	22	"
"	34	Treatment of Students as Trusted, Responsible Persons	23	"
		Need for Change or Improvement in:		
964	-15	Teacher Aloofness and Mistreatment of Students	25	(04)
"	-13	Humanistic Treatment of Students	26	"
"	-12	Fairness of Rules and Punishment	27	"
"	-14	Conditions Affecting Feelings of Acceptance & Belonging	29	"
"	- 9	Principal's Interest in Students	30	"
"	-10	Student Participation in Decision-Making	33	"
"	-26	Student Relations	35	"
"	-11	Emphasis on School Activities	36	"
"	-14	General School Climate	37	"
"	-11	Treatment of Students as Trusted, Responsible Persons	38	"
138	23	Motivation to Succeed in School	39	(05)
"	27	Preference for Working with Other Students	41	"
"	18*	Confidence in Front of the Class	42	"
"	39	Feelings of Acceptance and Involvement	45	"
"	22	Participation in Class Discussions	48	"
		No Data		(06/07)
		No Data		(08/09)
		No Data		(10)
84	21*	Self-Esteem	76	(11)
"	23*	Energy Level	77	"
"	29	Self-Confidence and Self-Assurance	81	"
"	32	Sense of Well-Being	82	"

TABLE 10

SIGNIFICANT CORRELATIONS OF SUBSCALE 20 OF TEST 03 STUDENT RELATIONS WITH OTHER SUBSCALES

N	r	TITLE	Subscale	
286	24	Flexibility and Adaptability	85	(12)
"	-13*	Impulsiveness	86	"
"	13*	Willingness to Risk	87	"
"	21	Happiness/Cheerfulness	90	"
"	-22	Submissiveness/Compliance	92	"
236	24	Confidence in Personal Value and Belief System	93	(13)
"	13*	Verbal and Communication Skills	94	"
"	15*	Interest in Creative Problem-Solving	95	"
"	15*	Aesthetic Sensitivity & Appreciation	96	"
"	19	Independence & Positive Self-Regard	98	"
"	18	Creativity	99	"
388	14	Conscientiousness and Pride in Work	100	(14)
"	29	Task Application and Diligence	101	"
"	19	Ambition and Desire to Succeed	102	"
"	17	Cooperation and Helpfulness	103	"
178	15*	Self-Assertiveness	105	(15)
"	32	Internal vs. External Focus of Control and Evaluation	106	"
"	-32	Self-Depreciation & Self-Punishment	109	"
		No Data		(16)
96	35	Concern for Others' Feelings	118	(17)
"	-20*	Demanding in Relationships with Others	121	"
"	-21*	Self-Centeredness	123	"
"	-21*	Judgmental and Critical of Others	125	"
"	-20*	Superiority and Lack of Tolerance	126	"
		No Data		(18)

TABLE 11

SIGNIFICANT CORRELATIONS OF SUBSCALE 22 OF TEST 03
GENERAL SCHOOL CLIMATE WITH OTHER SUBSCALES

N	r	TITLE	Subscale	
1000	79	Teacher Fairness and Personal Interest in Students	9	(03)
"	-71	Teacher Aloofness and Mistreatment of Students	10	"
"	86	Humanistic Treatment of Students	11	"
"	61	Fairness of Rules and Punishment	12	"
"	48	Student Responsibility	13	"
"	35	Feeling of Acceptance and Belonging	14	"
"	67	Principal's Interest in Students	15	"
"	29	School Spirit	17	"
"	24	Student Participation in Decision-Making	18	"
"	50	Teacher Relations and Job Satisfaction	19	"
"	57	Student Relations	20	"
"	28	Satisfaction with Emphasis on School Activities	21	"
"	87	Treatment of Students as Trusted, Responsible Persons	23	"
		Need for Change or Improvement in:		
964	-21	Teacher Fairness & Personal Interest in Students	24	(04)
"	-36	Teacher Aloofness and Mistreatment of Students	25	"
"	-34	Humanistic Treatment of Students	26	"
"	-30	Fairness of Rules and Punishment	27	"
"	-13	Conditions Affecting Feelings of Acceptance & Belonging	29	"
"	-22	Principal's Interest in Students	30	"
"	-20	Discipline and Control in School	31	"
"	- 7*	School Spirit	32	"
"	-32	Student Participation in Decision-Making	33	"
"	-12	Teacher Relations and Job Satisfaction	34	"
"	-15	Student Relations	35	"
"	-14	Emphasis on School Activities	36	"
"	-28	General School Climate	37	"
"	-32	Treatment of Students as Trusted, Responsible Persons	38	"
138	44	Motivation to Succeed in School	39	(05)
"	17*	Organization, Perseverance and Competence in School Work	40	"
"	17*	Preference for Working with Other Students	41	"
"	21*	Confidence in Front of the Class	42	"
"	27	Attentiveness, Concentration, & Self-Discipline in School Work	44	"
"	29	Feelings of Acceptance and Involvement	45	"
"	42	Attitude Toward Studying and Homework	47	"
		No Data		(06/07)
		No Data		(08/09)
		No Data		(10)
84	23*	Self-Esteem	76	(11)
"	34	Resilience - Recovery from Emotional Upset	80	"
"	44	Self-Confidence and Self-Assurance	81	"
"	27*	Sense of Well-Being	82	"
"	36	Positive, Optimistic Attitude Toward Life	83	"

TABLE 11

SIGNIFICANT CORRELATIONS OF SUBSCALE 22 OF TEST 03
GENERAL SCHOOL CLIMATE WITH OTHER SUBSCALES

N	r	TITLE	Subscale	
286	18	Flexibility and Adaptability	85	(12)
"	-17	Impulsiveness	86	"
"	-14	Carefree/Recklessness	90	"
236	17	Confidence in Personal Value and Belief System	93	(13)
"	22	Aesthetic Sensitivity & Appreciation	96	"
"	23	Independence & Positive Self-Regard	98	"
"	21	Creativity	99	"
388	27	Conscientiousness and Pride in Work	100	(14)
"	28	Task Application and Diligence	101	"
"	33	Ambition and Desire to Succeed	102	"
"	27	Cooperation and Helpfulness	103	"
178	21	Internal vs. External Focus of Control and Evaluation	106	(15)
"	34	Compliance and Conformity	107	"
"	-26	Self-Depreciation and Self-Punishment	109	"
"	23	Traditional Social Values	111	"
		No Data		(16)
96	23*	Consideration for Others	122	(17)
		No Data		(18)

TABLE 12

SIGNIFICANT CORRELATIONS OF SUBSCALE 23 OF TEST 03
TREATMENT OF STUDENTS AS TRUSTED, RESPONSIBLE PERSONS
WITH OTHER SUBSCALES

N	r	TITLE	Subscale	
1000	78	Teacher Fairness and Personal Interest in Students	9	(03)
"	-58	Teacher Aloofness and Mistreatment of Students	10	"
"	82	Humanistic Treatment of Students	11	"
"	73	Fairness of Rules and Punishment	12	"
"	34	Student Responsibility	13	"
"	22	Feeling of Acceptance and Belonging	14	"
"	63	Principal's Interest in Students	15	"
"	09	Need for Discipline and Control in Schools	16	"
"	22	School Spirit	17	"
"	51	Student Participation in Decision-Making	18	"
"	45	Teacher Relations and Job Satisfaction	19	"
"	34	Student Relations	20	"
"	26	Satisfaction with Emphasis on School Activities	21	"
"	87	General School Climate	22	"
		Need for Change or Improvement in:		
964	-24	Teacher Fairness & Personal Interest in Students	24	(04)
"	-34	Teacher Aloofness & Mistreatment of Students	25	"
"	-35	Humanistic Treatment of Students	26	"
"	-34	Fairness of Rules and Punishment	27	"
"	8*	Student Responsibility	28	"
"	-11	Conditions Affecting Feelings of Acceptance & Belonging	29	"
"	-21	Principal's Interest in Students	30	"
"	-15	Discipline and Control in School	31	"
"	- 7*	School Spirit	32	"
"	-38	Student Participation in Decision-Making	33	"
"	-11	Teacher Relations & Job Satisfaction	34	"
"	-12	Student Relations	35	"
"	-14	Emphasis on School Activities	36	"
"	-27	General School Climate	37	"
"	-36	Treatment of Students as Trusted, Responsible Persons	38	"
138	30	Motivation to Succeed in School	39	(05)
"	17*	Feelings of Acceptance and Involvement	45	"
"	40	Attitude Toward Studying and Homework	47	"
		No Data		(06/07)
		No Data		(08/09)
		No Data		(10)
84	32	Resilience - Recovery from Emotional Upset	80	(11)
"	39	Self-Confidence and Self-Assurance	81	"
"	26*	Sense of Well-Being	82	"
"	42	Positive, Optimistic Attitude Toward Life	83	"

TABLE 12

SIGNIFICANT CORRELATIONS OF SUBSCALE 23 OF TEST 03 TREATMENT OF STUDENTS AS TRUSTED, RESPONSIBLE PERSONS WITH OTHER SUBSCALES

N	r	TITLE	Subscale	
286	18	Prejudice/Conservatism	88	(12)
"	13*	Compulsiveness	89	"
236	13*	Independence & Positive Self-Regard	98	(13)
"	14*	Creativity	99	"
388	23	Conscientiousness and Pride in Work	100	(14)
"	20	Task Application and Diligence	101	"
"	24	Ambition and Desire to Succeed	102	"
"	24	Cooperation and Helpfulness	103	"
178	37	Compliance and Conformity	107	(15)
"	-20	Self-Depreciation and Self-Punishment	109	"
"	22	Traditional Social Values	111	"
		No Data		(16)
96		No Significant Correlations		(17)
		No Data		(18)

TABLE 13

SIGNIFICANT CORRELATIONS OF SUBSCALE 24 OF TEST 04
NEED FOR CHANGE REGARDING TEACHER FAIRNESS& PERSONAL INTEREST IN:
WITH OTHER SUBSCALES

N	r	TITLE	Subscale	
		No Data		(01/02)
964	-21	Teacher Fairness and Personal Interest in Students	9	(03)
"	28	Teacher Aloofness and Mistreatment of Students	10	"
"	-29	Humanistic Treatment of Students	11	"
"	-19	Fairness of Rules and Punishment	12	"
"	-12	Principal's Interest in Students	15	"
"	-11	Student Participation in Decision-Making	18	"
"	- 9	Teacher Relations and Job Satisfaction	19	"
"	-19	Satisfaction with Emphasis on School Activities	21	"
"	-21	General School Climate	22	"
"	-24	Treatment of Students as Trusted, Responsible Persons	23	"
		Need for Change or Improvement in:		
965	65	Teacher Aloofness and Mistreatment of Students	25	(04)
"	82	Humanistic Treatment of Students	26	"
"	50	Fairness of Rules and Punishment	27	"
"	32	Student Responsibility	28	"
"	58	Conditions Affecting Feelings of Acceptance and Belonging	29	"
"	67	Principal's Interest in Students	30	"
"	33	Discipline and Control in School	31	"
"	33	School Spirit	32	"
"	45	Student Participation in Decision-Making	33	"
"	64	Teacher Relations and Job Satisfaction	34	"
"	54	Student Relations	35	"
"	38	Emphasis on School Activities	36	"
"	85	General School Climate	37	"
"	83	Treatmentof Students as Trusted, Responsible Persons	38	"
139	-25	Attitude Toward Studying and Homework	47	(05)
		No Data		(06/07)
		No Data		(08/09)
		No Data		(10)
84	21	Energy Level	77	(11)
280	15*	Carefree/Recklessness	90	(12)
229		No Significant Correlations		(13)
		No Data		(14)
172	-17	Compliance and Conformity	107	(15)
		No Data		(16)
93		No Significant Correlations		(17)
		No Data		(18)

TABLE 14

SIGNIFICANT CORRELATIONS OF SUBSCALE 25 OF TEST 04 NEED FOR CHANGE REGARDING TEACHER ALOOFNESS & MISTREATMENT OF STUDENTS WITH OTHER SUBSCALES

N	r	TITLE	Subscale	
		No Data		(01/02)
964	-32	Teacher Fairness and Personal Interest in Students	9	(03)
"	42	Teacher Aloofness and Mistreatment of Students	10	"
"	-40	Humanistic Treatment of Students	11	"
"	-23	Fairness of Rules and Punishment	12	"
"	-10	Student Responsibility	13	"
"	-22	Principal's Interest in Students	15	"
"	-16	School Spirit	17	"
"	-16	Student Participation in Decision-Making	18	"
"	-23	Teacher Relations and Job Satisfaction	19	"
"	-15	Student Relations	20	"
"	-22	Satisfaction with Emphasis on School Activities	21	"
"	-36	General School Climate	22	"
"	-34	Treatment of Students as Trusted Responsible Persons	23	"
		Need for Change or Improvement in:		
965	65	Teacher Fairness and Personal Interest in Students	24	(04)
"	85	Humanistic Treatment of Students	26	"
"	46	Fairness of Rules and Punishment	27	"
"	18	Student Responsibility	28	"
"	54	Conditions Affecting Feelings of Acceptance and Belonging	29	"
"	61	Principal's Interest in Students	30	"
"	34	Discipline and Control in School	31	"
"	40	School Spirit	32	"
"	44	Student Participation in Decision-Making	33	"
"	57	Teacher Relations and Job Satisfaction	34	"
"	52	Student Relations	35	"
"	43	Emphasis on School Activities	36	"
"	74	General School Climate	37	"
"	66	Treatment of Students as Trusted, Responsible Persons	38	"
139	17*	Confidence in Ability to do Well in School	43	(05)
"	-29	Attitude Toward Studying and Homework	47	"
		No Data		(06/07)
		No Data		(08/09)
		No Data		(10)
84		No Significant Correlations		(11)
280	22	Carefree/Recklessness	90	(12)
229		No Significant Correlations		(13)
		No Data		(14)
172	21	Self-Depreciation & Self-Punishment	109	(15)
		No Data		(16)

TABLE 14

SIGNIFICANT CORRELATIONS OF SUBSCALE 25 OF TEST 04
NEED FOR CHANGE REGARDING TEACHER ALOOFNESS & MISTREATMENT OF STUDENTS
WITH OTHER SUBSCALES

N	r	TITLE	Subscale
93	-21	Feelings of Superiority	119 (17)
		No Data	(18)

TABLE 15

SIGNIFICANT CORRELATIONS OF SUBSCALE 26 OF TEST 04
NEED FOR IMPROVEMENT OF HUMANISTIC TREATMENT OF STUDENTS
WITH OTHER SUBSCALES

N	r	TITLE	Subscale	
		No Data		(01/02)
964	-28	Teacher Fairness and Personal Interest in Students	9	(03)
"	37	Teacher Aloofness and Mistreatment of Students	10	"
"	-41	Humanistic Treatment of Students	11	"
"	-30	Fairness of Rules and Punishment	12	"
"	- 9	Student Responsibility	13	"
"	-21	Principal's Interest in Students	15	"
"	-21	School Spirit	17	"
"	-16	Student Participation in Decision-Making	18	"
"	-17	Teacher Relations and Job Satisfaction	19	"
"	-13	Student Relations	20	"
"	-26	Satisfaction with Emphasis on School Activities	21	"
"	-34	General School Climate	22	"
"	-35	Treatment of Students as Trusted, Responsible Persons	23	"
		Need for Change or Improvement in:		
965	82	Teacher Fairness & Personal Interest in Students	24	(04)
"	85	Teacher Aloofness and Mistreatment of Students	25	"
"	73	Fairness of Rules and Punishment	27	"
"	35	Student Responsibility	28	"
"	68	Conditions Affecting Feeling of Acceptance & Belonging	29	"
"	78	Principal's Interest in Students	30	
"	49	Discipline and Control in School	31	"
"	47	School Spirit	32	"
"	57	Student Participation in Decision-Making	33	"
"	65	Teacher Relations and Job Satisfaction	34	"
"	66	Student Relations	35	"
"	58	Emphasis on School Activities	36	"
"	92	General School Climate	37	"
"	90	Treatment of Students as Trusted, Responsible Persons	38	"
139	19	Confidence in Ability to do Well in School	43	(05)
"	-29	Attitude Toward Studying and Homework	47	"
		No Data		(06/07)
		No Data		(08/09)
		No Data		(10)
84	-21*	Self-Esteem	76	(11)
280	22	Carefree/Recklessness	90	(12)
229		No Significant Correlations		(13)
		No Data		(14)

TABLE 15

SIGNIFICANT CORRELATIONS OF SUBSCALE 26 OR TEST 04
NEED FOR IMPROVEMENT OF HUMANISTIC TREATMENT OF STUDENTS
WITH OTHER SUBSCALES

N	r	TITLE	Subscale
172	-21	Compliance and Conformity	107 (15)
"	17	Self-Depreciation & Self-Punishment	109 "
		No Data	(16)
93		No Significant Correlations	(17)
		No Data	(18)

TABLE 16

SIGNIFICANT CORRELATIONS OF SUBSCALE 27 OF TEST 04 NEED FOR CHANGE REGARDING FAIRNESS OF RULES AND PUNISHMENT WITH OTHER SUBSCALES

N	r	TITLE	Subscale	
		No Data		(01/02)
964	-22	Teacher Fairness and Personal Interest in Students	9	(03)
"	25	Teacher Aloofness and Mistreatment of Students	10	"
"	-37	Humanistic Treatment of Students	11	"
"	-41	Fairness of Rules and Punishment	12	"
"	-18	Principal's Interest in Students	15	"
"	- 7*	School Spirit	17	"
"	-11	Student Participation in Decision-Making	18	"
"	- 9	Teacher Relations and Job Satisfaction	19	"
"	-12	Student Relations	20	"
"	-19	Satisfaction with Emphasis on School Activities	21	
"	-30	General School Climate	22	"
"	-34	Treatment of Students as Trusted, Responsible Persons	23	"
		Need for Change or Improvement in:		
965	50	Teacher Fairness and Personal Interest in Students	24	(04)
"	46	Teacher Aloofness and Mistreatment of Students	25	"
"	73	Humanistic Treatment of Students	26	"
"	32	Student Responsibility	28	"
"	46	Conditions Affecting Feeling of Acceptance & Belonging	29	"
"	53	Principal's Interest in Students	30	"
"	49	Discipline and Control in School	31	"
"	35	School Spirit	32	"
"	55	Student Participation in Decision-Making	33	"
"	42	Teacher Relations & Job Satisfaction	34	"
"	48	Student Relations	35	"
"	48	Emphasis on School Activities	36	"
"	68	General School Climate	37	"
"	79	Treatment of Students as Trusted, Responsible Persons	38	"
139	-21*	Attitude Toward Studying and Homework	47	(05)
		No Data		(06/07)
		No Data		(08/09)
		No Data		(10)
84		No Significant Correlations		(11)
280	18	Carefree/Recklessness	90	(12)
229		No Significant Correlations		(13)
		No Data		(14)
172	-16*	Compliance and Conformity	107	(15)
		No Data		(16)

TABLE 16

SIGNIFICANT CORRELATIONS OF SUBSCALE 27 OF TEST 04
NEED FOR CHANGE REGARDING FAIRNESS OF RULES AND PUNISHMENT
WITH OTHER SUBSCALES

N	r	TITLE	Subscale	
93	-20*	Concern for Others' Feelings	118	(17)
		No Data		(18)

TABLE 17
SIGNIFICANT CORRELATIONS OF SUBSCALE 29 OF TEST 04
NEED FOR CHANGE IN CONDITIONS AFFECTING FEELINGS OF ACCEPTANCE AND BELONGING WITH OTHER SUBSCALES

N	r	TITLE	Subscale
		No Data	(01/02)
964	- 7*	Teacher Fairness and Personal Interest in Students	9 (03)
"	18	Teacher Aloofness and Mistreatment of Students	10 "
"	-19	Humanistic Treatment of Students	11 "
"	-11	Fairness of Rules and Punishment	12 "
"	-13	Feelings of Acceptance and Belonging	14 "
"	- 7*	Principal's Interest in Students	15 "
"	12	Need for Discipline and Control in School	16 "
"	-14	Student Relations	20 "
"	-22	Satisfaction with Emphasis on School Activities	21 "
"	-13	General School Climate	22 "
"	-11	Treatment of Students as Trusted, Responsible Persons	23 "
		Need for Change or Improvement in:	
965	58	Teacher Fairness & Personal Interest in Students	24 (04)
"	54	Teacher Aloofness & Mistreatment of Students	25 "
"	68	Humanistic Treatment of Students	26 "
"	46	Fairness of Rules and Punishment	27 "
"	34	Student Responsibility	28 "
"	67	Principal's Interest in Students	30 "
"	40	Discipline and Control in School	31 "
"	44	School Spirit	32 "
"	38	Student Participation in Decision-Making	33 "
"	54	Teacher Relations & Job Satisfaction	34 "
"	74	Student Relations	35 "
"	55	Emphasis on School Activities	36 "
"	73	General School Climate	37 "
"	63	Treatment of Students as Trusted, Responsible Persons	38 "
139		No Significant Correlations	(05)
		No Data	(06/07)
		No Data	(08/09)
		No Data	(10)
		No Significant Correlations	(11)
280	13*	Compulsiveness	87 (12)
"	19	Carefree/Recklessness	90 "
"	-13*	Happiness/Cheerfulness	91 "
"	12*	Submissiveness/Compliance	92 "
229	-15*	Interest in Creative Problem-Solving	95 (13)
		No Data	(14)

TABLE 17

SIGNIFICANT CORRELATIONS OF SUBSCALE 29 OF TEST 04
NEED FOR CHANGE IN CONDITIONS AFFECTING FEELINGS OF ACCEPTANCE
AND BELONGING WITH OTHER SUBSCALES

N	r	TITLE	Subscale
172	16	Self-Depreciation & Self-Punishment	109 (15)
		No Data	(16)
93		No Significant Correlations	(17)
		No Data	(18)

TABLE 18

SIGNIFICANT CORRELATIONS OF SUBSCALE 30 OF TEST 04
NEED FOR IMPROVEMENT IN PRINCIPAL'S INTEREST IN STUDENTS
WITH OTHER SUBSCALES

N	r	TITLE	Subscale
		No Data	(01/02)
964	-13	Teacher Fairness and Personal Interest in Students	9 (03)
"	23	Teacher Aloofness and Mistreatment of Students	10 "
"	-27	Humanistic Treatment of Students	11 "
"	-21	Fairness of Rules and Punishment	12 "
"	- 7*	Student Responsibility	13 "
"	-24	Principal's Interest in Students	15 "
"	9	Need for Discipline and Control in School	16 "
"	- 8*	Student Participation in Decision-Making	18 "
"	- 8*	Teacher Relations and Job Satisfaction	19 "
"	- 9	Student Relations	20 "
"	-22	Satisfaction with Emphasis on School Activities	21 "
"	-22	General School Climate	22 "
"	-21	Treatment of Students as Trusted, Responsible Persons	23 "
		Need for Change or Improvement in:	
965	67	Teacher Fairness & Personal Interest in Students	24 (04)
"	61	Teacher Aloofness and Mistreatment of Students	25 "
"	78	Humanistic Treatment of Students	26 "
"	53	Fairness of Rules and Punishment	27 "
"	31	Student Responsibility	28 "
"	67	Conditions Affecting Feeling of Acceptance & Belonging	29 "
"	40	Discipline and Control in School	31 "
"	39	School Spirit	32 "
"	41	Student Participation in Decision-Making	33 "
"	57	Teacher Relations and Job Satisfaction	34 "
"	63	Student Relations	35 "
"	47	Emphasis on School Activities	36 "
"	81	General School Climate	37 "
"	74	Treatment of Students as Trusted, Responsible Persons	38 "
139		No Significant Correlations	(05)
		No Data	(06/07)
		No Data	(08/09)
		No Data	(10)
84		No Significant Correlations	(11)
280	-12*	Willingness to Risk	87 (12)
"	21	Carefree/Recklessness	90 "
"	12*	Submissiveness/Compliance	92 "
229		No Significant Correlations	(13)
		No Data	(14)
172	-18	Compliance and Conformity	107 (15)
		No Data	(16)

TABLE 18

SIGNIFICANT CORRELATIONS OF SUBSCALE 30 OF TEST 04 NEED FOR IMPROVEMENT IN PRINCIPAL'S INTEREST IN STUDENTS WITH OTHER SUBSCALES

N	r	TITLE	Subscale
		No Significant Correlations	(17)
		No Data	(18)

TABLE 19

SIGNIFICANT COPRELATIONS OF SUBSCALE 33 OF TEST 04
NEED FOR INCREASED STUDENT PARTICIPATION
WITH OTHER SUBSCALES

N	r	TITLE	Subscale	
		No Data		(01/02)
964	-28	Teacher Fairness and Personal Interest in Students	9	(03)
"	27	Teacher Aloofness and Mistreatment of Students	10	"
"	-32	Humanistic Treatment of Students	11	"
"	-27	Fairness of Rules and Punishment	12	"
"	- 9	Student Responsibility	13	"
"	-17	Principal's Interest in Students	15	"
"	-10	School Spirit	17	"
"	-27	Student Participation in Decision-Making	18	"
"	-16	Teacher Relations and Job Satisfaction	19	"
"	-10	Student Relations	20	"
"	-14	Satisfaction with Emphasis on School Activities	21	"
"	-32	General School Climate	22	"
"	-38	Treatment of Students as Trusted, Responsible Persons	23	"
		Need For Change or Improvement in:		
965	45	Teacher Fairness & Personal Interest in Students	24	(04)
"	44	Teacher Aloofness & Mistreatment of Students	25	"
"	57	Humanistic Treatment of Students	26	"
"	55	Fairness of Rules & Punishment	27	"
"	33	Student Responsibility	28	"
"	38	Conditions Affecting Feeling of Acceptance & Belonging	29	"
"	41	Principal's Interest in Students	30	"
"	37	Discipline and Control in School	31	"
"	29	School Spirit	32	"
"	39	Teacher RElations and Job Satisfaction	34	"
"	41	Student Relations	35	"
"	40	Emphasis on School Activities	36	"
"	48	General School Climate	37	"
"	73	Treatment of Students as Trusted, Responsible Persons	38	"
139	18*	Confidence in Ability to Do Well in School	43	(05)
"	-27	Attitude Toward Studying and Homework	47	"
		No Data		(06/07)
		No Data		(08/09)
		No Data		(10)
84	-24	Self-Esteem	76	(11)
280		No Significant Correlations		(12)
229		No Significant Correlations		(13)
		No Data		(14)
172		No Significant Correlations		(15)
		No Data		(16)
93		No Significant Correlations		(17)
		No Data		(18)

TABLE 20

SIGNIFICANT CORRELATIONS OF SUBSCALE 35 OF TEST 04
NEED FOR IMPROVEMENT IN STUDENT RELATIONS WITH OTHER SUBSCALES

N	r	TITLE	Subscale	
		No Data		(01/02)
964	- 7*	Teacher Fairness and Personal Interest in Students	9	(03)
"	15	Teacher Aloofness and Mistreatment of Students	10	"
"	-16	Humanistic Treatment of Students	11	"
"	- 8*	Fairness of Rules and Punishment	12	"
"	- 8*	Student Responsibility	13	"
"	- 7*	Feeling of Acceptance and Belonging	14	"
"	16	Need for Discipline and Control in School	16	"
"	- 8*	School Spirit	17	"
"	-10	Student Participation in Decision-Making	18	"
"	-26	Student Relations	20	"
"	-19	Satisfaction with Emphasis on School Activities	21	"
"	-15	General School Climate	22	"
"	-12	Treatment of Students as Trusted, Responsible Persons	23	"
		Need for Change or Improvement in:		
965	54	Teacher Fairness & Personal Interest in Students	24	(04)
"	52	Teacher Aloofness & Mistreatment of Students	25	"
"	66	Humanistic Treatment of Students	26	"
"	48	Fairness of Rules & Punishment	27	"
"	46	Student Responsibility	28	"
"	74	Conditions Affecting Feeling of Acceptance & Belonging	29	"
"	63	Principal's Interest in Students	30	"
"	43	Discipline and Control in School	31	"
"	5[illegible]	School Spirit	32	"
"	41	Student Participation in Decision-Making	33	"
"	52	Teacher Relations & Job Satisfaction	34	"
"	53	Emphasis on School Activities	36	"
"	78	General School Climate	37	"
"	64	Treatment of Students as Trusted, Responsible Persons	38	"
139		No Significant Correlations		(05)
		No Data		(06/07)
		No Data		(08/09)
		No Data		(10)
84		No Significant Correlations		(11)
280		No Significant Correlations		(12)
229		No Significant Correlations		(13)
		No Data		(14)
172		No Significant Correlations		(15)
		No Data		(16)
93	-30	Concern for Others' Feelings	118	(17)
		No Data		(18)

TABLE 21

SIGNIFICANT CORRELATIONS OF SUBSCALE 37 OF TEST 04
NEED FOR IMPROVEMENT IN GENERAL SCHOOL CLIMATE
WITH OTHER SUBSCALES

N	r	TITLE	Subscale	
		No Data		(01/02)
964	-21	Teacher Fairness and Personal Interest in Students	9	(03)
"	30	Teacher Aloofness and Mistreatment of Students	10	"
"	-33	Humanistic Treatment of Students	11	"
"	-22	Fairness of Rules and Punishment	12	"
"	- 8*	Student Responsibility	13	"
"	-16	Principal's Interest in Students	15	"
"	8*	Need for Discipline and Control in School	16	"
"	-10	School Spirit	17	"
"	-14	Student Participation in Decision-Making	18	"
"	-11	Teacher Relations and Job Satisfaction	19	"
"	-14	Student Relations	20	"
"	-23	Satisfaction with Emphasis on School Activities	21	"
"	-28	General School Climate	22	"
"	-27	Treatment of Students as Trusted, Responsible Persons	23	"
		Need for Change or Improvement in:		
965	85	Teacher Fairness & Personal Interest in Students	24	(04)
"	74	Teacher Aloofness & Mistreatment of Students	25	"
"	92	Humanistic Treatment of Students	26	"
"	68	Fairness of Rules and Punishment	27	"
"	49	Student Responsibility	28	"
"	73	Conditions Affecting Feelings of Acceptance & Belonging	29	"
"	81	Principal's Interest in Students	30	"
"	49	Discipline and Control in School	31	"
"	49	School Spirit	32	"
"	58	Student Participation in Decision-Making	33	"
"	69	Teacher Relations and Job Satisfaction	34	"
"	78	Student Relations	35	"
"	53	Emphasis on School Activities	36	"
"	93	Treatment of Students as Trusted, Responsible Persons	38	"
139	20	Confidence in Ability to do Well in School	43	(05)
		No Data		(06/07)
		No Data		(08/09)
		No Data		(10)
84		No Significant Correlations		(11)
280	18	Carefree/Recklessness	90	(12)
229		No Significant Correlations		(13)
367		No Data		(14)
172	17*	Self-Depreciation & Self-Punishment	109	(15)

TABLE 21

SIGNIFICANT CORRELATIONS OF SUBSCALE 37 OF TEST 04 NEED FOR IMPROVEMENT IN GENERAL SCHOOL CLIMATE WITH OTHER SUBSCALES

N	r	TITLE	Subscale
		No Data	(16)
93		No Significant Correlations	(17)
		No Data	(18)

TABLE 22

SIGNIFICANT CORRELATIONS OF SUBSCALE 38 OF TEST 04
NEED FOR IMPROVEMENT IN TREATMENT OF STUDENTS AS TRUSTED,
RESPONSIBLE PERSONS WITH OTHER SUBSCALES

N	r	TITLE	Subscale	
		No Data		(01/02)
964	-27	Teacher Fairness and Personal Interest in Students	9	(03)
"	32	Teacher Aloofness and Mistreatment of Students	10	"
"	-38	Humanistic Treatment of Students	11	"
"	-31	Fairness of Rules and Punishment	12	"
"	- 7*	Student Responsibility	13	"
"	-18	Principal's Interest in Students	15	"
"	-10	School Spirit	17	"
"	-18	Student Participation in Decision-Making	18	"
"	-13	Teacher Relations and Job Satisfaction	19	"
"	-11	Student Relations	20	"
"	-21	Satisfaction with Emphasis on School Activities	21	"
"	-32	General School Climate	22	"
"	-36	Treatment of Students as Trusted, Responsible Persons	23	"
		Need for Change or Improvement In:		
965	83	Teacher Fairness & Personal Interest in Students	24	(04)
"	66	Teacher Aloofness & Mistreatment of Students	25	"
"	90	Humanistic Treatment of Students	26	"
"	79	Fairness of Rules and Punishment	27	"
"	43	Student Responsibility	28	"
"	63	Conditions Affecting Feeling of Acceptance & Belonging	29	"
"	74	Principal's Interest in Students	30	"
"	50	Discipline and Control in School	31	"
"	44	School Spirit	32	"
"	73	Student Participation in Decision-Making	33	"
"	63	Teacher Relations & Job Satisfaction	34	"
"	64	Student Relations	35	"
"	52	Emphasis on School Activities	36	"
"	93	General School Climate	37	"
139	22	Confidence in Ability to Do Well in School	43	(05)
"	-29	Attitude Toward Studying and Homework	47	"
		No Data		(06/07)
		No Data		(08/09)
		No Data		(10)
84	-21*	Self-Esteem	76	(11)
"	-21*	Emotional Control	78	"
280	17	Happiness/Cheerfulness	90	(12)
229		No Significant Correlations		(13)
367		No Data		(14)

TABLE 22

SIGNIFICANT CORRELATIONS OF SUBSCALE 38 OF TEST 04
NEED FOR IMPROVEMENT IN TREATMENT OF STUDENTS AS TRUSTED,
RESPONSIBLE PERSONS WITH OTHER SUBSCALES

N	r	TITLE	Subscale	
172	-18*	Compliance and Conformity	107	(15)
"	15*	Self-Depreciation & Self-Punishment	109	"
		No Data		(16)
93		No Significant Correlations		(17)
		No Data		(18)

TABLE 23

SIGNIFICANT CORRELATIONS OF SUBSCALE 39 OF TEST 05

MOTIVATION TO SUCCEED IN SCHOOL WITH OTHER SUBSCALES

N	r	TITLE	Subscale	
209	61	General Attitude Toward School	5	(10/02)
"	38	Attitude Toward Own School	6	"
"	53	Perceived Value of What is Learned in School	7	"
138	30	Teacher Fairness and Personal Interest in Students	9	(03)
"	-33	Teacher Aloofness and Mistreatment of Students	10	"
"	41	Humanistic Treatment of Students	11	"
"	38	Fairness of Rules and Punishment	12	"
"	32	Feeling of Acceptance and Belonging	14	"
"	46	Principal's Interest in Students	15	"
"	25	Teacher Relations and Job Satisfaction	19	"
"	23	Student Relations	20	"
"	44	General School Climate	22	"
"	30	Treatment of Students as Trusted, Responsible Persons	23	"
139	28	Need for Change Regarding Student Responsibility	28	(04)
959	45	Organization, Perseverance and Competence in School Work	40	(05)
"	25	Confidence in Front of the Class	42	"
"	32	Confidence in Ability to do Well in School	43	"
"	51	Attentiveness, Concentration, & Self-Discipline in School Work	44	"
"	17	Feelings of Acceptance and Involvement	45	"
"	47	Attitude Toward Studying and Homework	47	"
"	16	Participation in Class Discussions	48	"
71	49	Attitudes Toward Grades in School	52	(06/07)
28		No Significant Correlations		(08/09)
17	56*	Agreement With Traditional Classroom Values	71	(10)
"	-49*	Advocate Curriculum Based on Society's Needs and Problems	74	"
36	33*	Self-Confidence and Self-Assurance	81	(11)
"	34*	Sense of Well-Being	82	"
"	39*	Self-Understanding	84	"
254	24	Flexibility and Adaptability	85	(12)
"	-22	Impulsiveness	86	"
"	-15*	Carefree/Recklessness	90	"
"	22	Happiness/Cheerfulness	91	"
"	-18	Submissiveness/Compliance	92	"

TABLE 23

SIGNIFICANT CORRELATIONS OF SUBSCALE 39 OF TEST 05

MOTIVATION TO SUCCEED IN SCHOOL WITH OTHER SUBSCALES

N	r	TITLE	Subscale	
177	29	Confidence in Personal Value and Belief System	93	(13)
"	20	Interest in Creative Problem-Solving	95	"
"	19	Aesthetic Sensitivity & Appreciation	96	"
"	34	Self-Confidence As A Learner	97	"
"	40	Independence & Positive Self-Regard	98	"
"	24	Creativity	99	"
205	46	Conscientiousness and Pride in Work	100	(14)
"	55	Task Application and Diligence	101	"
"	42	Ambition and Desire to Succeed	102	"
"	25	Cooperation and Helpfulness	103	"
40	31	Independence and Self-Sufficiency	108	(15)
"	34	Traditional Social Values	111	"
125	35	Interpersonal Effectiveness	112	(16)
"	-21*	Negative and Dysfunctional Social Responsiveness	113	"
22	56	Concern for Others' Feelings	118	(17)
"	78	Consideration for Others	122	"
		No Data		(18)

TABLE 24

SIGNIFICANT CORRELATIONS OF SUBSCALE 40 OF TEST 05

CONSCIENTIOUSNESS AND COMPETENCE IN SCHOOL WORK WITH OTHER SUBSCALES

N	r	TITLE	Subscale	
209	54	General Attitude Toward School	5	(01/02)
"	39	Attitude Toward Own School	6	"
"	27	Perceived Value of What is Learned in School	7	"
138	17*	Fairness of Rules and Punishment	12	(03)
"	24	Principal's Interest in Students	15	"
"	17*	General School Climate	22	"
139		No Significant Correlations		(04)
959	45	Motivation to Succeed in School	39	(05)
"	23	Confidence in Front of the Class	42	"
"	50	Confidence in Ability to do Well in School	43	"
"	31	Attentiveness, Concentration, & Self-Discipline in School Work	44	"
"	24	Preference for Clear Directions	46	"
"	37	Attitude Toward Studying and Homework	47	"
"	21	Participation in Class Discussions	48	"
71	29*	Teacher Interest in Individual Students	49	(06/07)
"	29*	Teacher Relationships With the Student	50	"
"	49	Attitudes Toward Grades in School	52	"
28		No Significant Correlations		(08/09)
17	69	Agreement with Traditional Classroom Values	71	(10)
36	35*	Energy Level	77	(11)
"	56	Self-Confidence and Self-Assurance	81	"
"	35*	Sense of Well-Being	82	"
"	37*	Positive, Optimistic Attitude Toward Life	83	"
"	36*	Self-Understanding	84	"
254	24	Flexibility and Adaptability	85	(12)
"	-14*	Impulsiveness	86	"
"	21	Compulsiveness	89	"
"	26	Happiness/Cheerfulness	91	"
177	27	Confidence in Personal Value and Belief System	93	(13)
"	24	Aesthetic Sensitivity & Appreciation	96	"
"	29	Self-Confidence As A Learner	97	"
"	42	Independence & Positive Self-Regard	98	"
"	31	Creativity	99	"

TABLE 24

SIGNIFICANT CORRELATIONS OF SUBSCALE 40 OF TEST 05

CONSCIENTIOUSNESS AND COMPETENCE IN SCHOOL WORK WITH OTHER SUBSCALES

N	r	TITLE	Subscale	
205	65	Conscientiousness and Pride in Work	100	(14)
"	53	Task Application and Diligence	101	"
"	37	Ambition and Desire to Succeed	102	"
"	38	Cooperation and Helpfulness	103	"
40	35*	Compliance and Conformity	107	(15)
"	35*	Ambition and Self-Determination	110	"
"	41	Traditional Social Values	111	"
125	44	Interpersonal Effectiveness	112	(16)
"	-25	Negative and Dysfunctional Social Responsiveness	113	"
22	59	Concern for Others' Feelings	118	(17)
"	-53	Judgmental and Critical of Others	125	"
"	-41	Superiority and Lack of Tolerance	126	"
		No Data		(18)

TABLE 25

SIGNIFICANT CORRELATIONS OF SUBSCALE 41 OF TEST 05 PREFERENCE FOR WORKING WITH OTHER STUDENTS VS WORKING ALONE WITH OTHER SUBSCALES

N	r	TITLE	Subscale	
		No Significant Correlations		(01/02)
138	22	Teacher Fairness and Personal Interest in Students	9	(03)
"	19*	Teacher Relations and Job Satisfaction	19	"
"	27	Student Relations	20	"
"	17*	General School Climate	22	"
139		No Significant Correlations		(04)
959	17	Feelings of Acceptance and Involvement	45	(05)
"	14	Participation in Class Discussions	48	"
71		No Significant Correlations		(06/07)
28		No Significant Correlations		(08/09)
17	56*	Advocate Teacher Support on Independent Activities	73	(10)
"	58	Advocate Curriculum Based on Society's Needs and Problems	74	"
36	37*	Self-Confidence and Self-Assurance	81	(11)
254	20	Flexibility and Adaptability	85	(12)
"	17	Carefree/Recklessness	90	"
177	23	Aesthetic Sensitivity & Appreciation	96	(13)
"	22	Independence & Positive Self-Regard	98	"
205		No Significant Correlations		(14)
40		No Significant Correlations		(15)
125	26	Interpersonal Effectiveness	112	(16)
22		No Significant Correlations		(17)
		No Data		(18)

TABLE 26

SIGNIFICANT CORRELATIONS OF SUBSCALE 43 OF TEST 05

CONFIDENCE IN ABILITY TO DO WELL IN SCHOOL WITH OTHER SUBSCALES

N	r	TITLE	Subscale	
207	42	General Attitude Toward School	5	(01/02)
"	25	Attitude Toward Own School	6	"
"	32	Perceived Value of What is Learned in School	7	"
138	-23	Student Participation in Decision-Making	18	(03)
		Need for Change or Improvement In:		
139	17*	Teacher Aloofness and Mistreatment of Students	25	(04)
"	19*	Humanistic Treatment of Students	26	"
"	19*	Discipline and Control in School	31	"
"	20*	General School Climate	37	"
"	22	Treatment of Students as Trusted, Responsible Persons	38	"
959	32	Motivation to Succeed in School	39	(05)
"	50	Organization, Perseverance and Competence in School Work	40	"
"	27	Confidence in Front of the Class	42	"
"	23	Attentiveness, Concentration, & Self-Discipline in School Work	44	"
"	13	Feelings of Acceptance and Involvement	45	"
"	18	Preference for Clear Directions	46	"
"	18	Attitude Toward Studying and Homework	47	"
"	28	Participation in Class Discussions	48	"
71	26	Teacher Relationship With The Student	50	(06/07)
28	36*	Attitudes Toward Competition	59	(08/09)
"	37*	Opportunities to Work With Other Students	60	"
"	41*	Student Freedom and Responsibility	62	"
17	57*	Value Student Initiative and Independence	68	(10)
"	65	Advocate Teacher Support of Independent Activities	73	"
"	61	Value Learning to Work Together	75	"
36	33*	Self-Esteem	76	(11)
"	47	Energy Level	77	"
"	58	Self-Confidence and Self-Assurance	81	"
"	53	Positive, Optimistic Attitude Toward Life	83	"
254	29	Flexibility and Adaptability	85	(12)
"	13*	Compulsiveness	89	"
"	26	Happiness/Cheerfulness	91	"

TABLE 26

SIGNIFICANT CORRELATIONS OF SUBSCALE 43 OF TEST 05

CONFIDENCE IN ABILITY TO DO WELL IN SCHOOL WITH OTHER SUBSCALES

N	r	TITLE	Subscale	
177	23	Confidence in Personal Value and Belief System	93	(13)
"	15*	Interest in Creative Problem-Solving	95	"
"	19	Aestehtic Sensitivity & Appreciation	96	"
"	31	Self-Confidence As A Learner	97	"
"	35	Independence & Positive Self-Regard	98	"
"	24	Creativity	99	"
205	50	Conscientiousness and Pride in Work	100	(14)
"	45	Task Application and Diligence	101	"
"	46	Ambition and Desire to Succeed	102	"
"	22	Cooperation and Helpfulness	103	"
40	35*	Self-Assertiveness	105	(15)
"	33*	Internal vs. External Locus of Control and Evaluation	106	"
"	41	Independence and Self-Sufficiency	108	"
"	30*	Traditional Social Values	111	"
125	47	Interpersonal Effectiveness	112	(16)
"	22*	Preference For Competition	117	"
22	40*	Feelings of Superiority	119	(17)
		No Data		(18)

TABLE 27

SIGNIFICANT CORRELATIONS OF SUBSCALE 44 OF TEST 05

APPLICATION AND DILIGENCE IN SCHOOL WORK WITH OTHER SUBSCALES

N	r	TITLE	Subscale	
209	50	General Attitude Toward School	5	(01/02)
"	36	Attitude Toward Own School	6	"
"	46	Perceived Value of What is Learned in School	7	"
138	-30	Teacher Aloofness and Mistreatment of Students	10	(03)
"	27	Humanistic Treatment of Students	11	"
"	20*	Fairness of Rules and Punishment	12	"
"	25	Feeling of Acceptance and Belonging	14	"
"	34	Principal's Interest in Students	15	"
"	19*	School Spirit	17	"
"	20*	Teacher Relations and Job Satisfaction	19	"
"	17*	Satisfaction With Emphasis on School Activities	21	"
"	27	General School Climate	22	"
139	-21*	Need for Change Regarding Teacher Relations and Job Satisfaction	34	(04)
959	51	Motivation to Succeed in School	39	(05)
"	31	Organization, Perseverance and Competence in School Work	40	"
"	36	Confidence in Front of the Class	42	"
"	23	Confidence in Ability to Do Well in School	43	"
"	31	Feelings of Acceptance and Involvement	45	"
"	-14	Preference for Clear Directions	46	"
"	58	Attitude Toward Studying and Homework	47	"
71	25*	Teacher Relationship With the Student	50	(06/07)
28		No Significant Correlations		(08/09)
17	49*	Competitiveness and Desire to Succeed	70	(10)
36	37*	Self-Esteem	76	(11)
"	37*	Self-Confidence and Self-Assurance	81	"
"	45	Sense of Well-Being	82	"
"	44	Self-Understanding	84	"
254	-47	Impulsiveness	86	(12)
"	23	Willingness to Risk	87	"
"	-21	Prejudice/Conservatism	88	"
"	-19	Carefree/Recklessness	90	"
"	28	Happiness/Cheerfulness	91	"
"	-32	Submissiveness/Compliance	92	"
177	50	Confidence in Personal Value and Belief System	93	(13)
"	23	Verbal and Communication Skills	94	"
"	21	Aesthetic Sensitivity & Appreciation	96	"
"	30	Self-Confidence As A Learner	97	"
"	28	Independence & Positive Self-Regard	98	"

TABLE 27

SIGNIFICANT CORRELATIONS OF SUBSCALE 44 OF TEST 05

APPLICATION AND DILIGENCE IN SCHOOL WORK WITH OTHER SUBSCALES

N	r	TITLE	Subscale	
177	15*	Creativity	99	(13)
205	43	Conscientiousness and Pride in Work	100	(14)
"	60	Task Application and Diligence	101	"
"	25	Ambition and Desire to Succeed	102	"
"	26	Cooperation and Helpfulness	103	"
40	47	Internal vs. External Locus of Control and Evaluation	106	(15)
"	-42	Self-Depreciation & Self-Punishment	109	"
125	26	Interpersonal Effectiveness	112	(16)
"	-31	Negative and Dysfunctional Social Responsiveness	113	"
"	-25	Sensitivity To Others' Reactions	115	"
22	55	Concern for Others' Feelings	118	(17)
"	-49*	Self-Depreciation	120	"
"	75	Consideration for Others	122	"
"	-42*	Prejudice and Lack of Tolerance	124	"
"	-43*	Judgmental and Critical of Others	125	"
"	-49*	Superiority and Lack of Tolerance	126	"
		No Data		(18)

TABLE 28

SIGNIFICANT CORRELATIONS OF SUBSCALE 47 OF TEST 05

ATTITUDE TOWARD STUDYING AND HOMEWORK WITH OTHER SUBSCALES

N	r	TITLE	Subscale	
209	63	General Attitude Toward School	5	(01/02)
"	36	Attitude Toward This Specific School	6	"
"	53	Perceived Value of What is Learned in School	7	"
138	27	Teacher Fairness and Personal Interest in Students	9	(03)
"	-37	Teacher Aloofness and Mistreatment of Students	10	"
"	44	Humanistic Treatment of Students	11	"
"	37	Fairness of Rules and Punishment	12	"
"	21*	Feeling of Acceptance and Belonging	14	"
"	41	Principal's Interest in Students	15	"
"	20*	Teacher Relations and Job Satisfaction	19	"
"	42	General School Climate	22	"
"	40	Treatment of Students as Trusted Responsible Persons	23	"
139	-25	Teacher Fairness and Personal Interest in Students	24	"
"	-29	Teacher Aloofness and Mistreatment of Students	25	"
"	-29	Humanistic Treatment of Students	26	"
"	-21*	Fairness of Rules and Punishment	27	"
"	-27	Student Participation in Decision-Making	33	"
"	-17*	Teacher Relations and Job Satisfaction	34	"
"	-19*	Need for Change in Emphasis on School Activities	36	"
"	-29	Treatment of Students as Trusted Responsible Persons	38	"
959	47	Motivation to Succeed in School	39	(05)
"	37	Organization Perseverance and Competence in School Work	40	"
"	31	Confidence in Front of the Class	42	"
"	18	Confidence in Ability to do Well in School	43	"
"	58	Attentiveness, Concentration & Self Discipline in School Work	44	"
"	21	Feelings of Acceptance and Involvement	45	"
"	11	Participation in Class Discussions	48	"
71	23*	Teacher Interest in Individual Students	49	(06/07)
"	33	Teacher Relationship with the Student	50	"
"	38	Attitudes Toward Grades in School	52	"
28	36	Teacher Fairness	55	(08/09)
"	-56	Teacher Dominance and Control	56	"
"	37	Student Freedom and Responsibility	62	"
"	39	Teacher Understanding, Patience, and Interest	64	"
17	-60	Advocate Curriculum Based on Society's* Needs and Problems	74	(10)
36	39*	Self Understanding	84	(11)

TABLE 28

SIGNIFICANT CORRELATIONS OF SUBSCALE 47 OF TEST 05

ATTITUDE TOWARD STUDYING AND HOMEWORK WITH OTHER SUBSCALES

N	r	TITLE	Subscale	
254	-27	Impulsiveness	86	(12)
"	15*	Willingness to Risk	87	"
"	-15*	Carefree/Recklessness	90	"
"	22	Happiness/Cheerfulness	91	"
"	-22	Submissiveness/Compliance	92	"
177	28	Confidence in Personal Value and Belief System	93	(13)
"	21	Interest in Creative Problem Solving	95	"
"	24	Aesthetic Sensitivity & Appreciation	96	"
"	15*	Self-Confidence as a Learner	97	"
"	36	Independence & Positive Self-Regard	98	"
205	36	Conscientiousness and Pride in Work	100	(14)
"	48	Task Application and Diligence	101	"
"	28	Ambition and Desire to Succeed	102	"
"	25	Cooperation and Helpfulness	103	"
40		No Significant Correlations		(15)
125	18*	Interpersonal Effectiveness	112	(16)
"	-26	Negative and Dysfunctional Social Responsiveness	113	"
22	48*	Concern for Others' Feelings	118	(17)
"	-54	Demanding in Relationships with Others	121	"
"	55	Consideration for Others	122	"
		No Data		(18)

TABLE 29

SIGNIFICANT CORRELATIONS OF SUBSCALE 49 OF TEST 06/07

TEACHER INTEREST IN INDIVIDUAL STUDENTS WITH OTHER SUBSCALES

N	r	TITLE	Subscale	
302	53	General Attitude Toward School	5	(01/02)
"	38	Attitude Toward Own School	6	"
"	29	Perceived Value of What is Learned in School	7	"
		No Data		(03)
		No Data		(04)
71	29	Organization, Perseverance and Competence in School Work	40	(05)
"	23*	Attitude Toward Studying and Homework	47	"
"	23*	Participation in Class Discussions	48	"
768	59	Teacher Relationship with Student	50	(06/07)
"	49	Student Involvement in Choosing and Planning Work	51	"
"	24	Attitudes Towards Grades in School	52	"
"	7*	Orientation Toward Cooperation versus Competition in School	53	"
		No Data		(08/09)
40	48	Advocate Student Responsibility Regarding School Rules	65	(10)
"	35*	Student Initiative and Independence Value	68	"
245	19	Emotional Control	78	(11)
"	21	Self-Confidence and Self-Assurance	81	"
"	18	Positive, Optimistic Attitude Toward Life	83	"
"	-15	Self Understanding	84	"
		No Data		(12)
129		No Significant Correlations		(13)
133	29	Conscientiousness and Pride In Work	100	(14)
115	19*	Self-Assertiveness	105	(15)
"	24	Independence and Self-Sufficiency	108	"
"	29	Traditional Social Values	111	"
18		No Significant Correlations		(16)
82	27	Consideration for Others	122	(17)
106	25	Friendliness	128	(18)
"	19*	Openness and Authenticity	131	"
"	29	Attitudes Toward Older People	133	"

TABLE 30

SIGNIFICANT CORRELATIONS OF SUBSCALE 50 OF TEST 06/07

THE TEACHER'S RELATIONSHIP WITH THE STUDENT WITH OTHER SUBSCALES

N	r	TITLE	Subscale	
302	62	General Attitude Toward School	5	(01/02)
"	46	Attitude Toward Own School	6	"
"	51	Perceived Value of What is Learned in School	7	"
		No Data		(03)
		No Data		(04)
71	29*	Organization, Perseverance and Competence in School Work	40	(05)
"	26*	Confidence in Ability to Do Well in School	43	"
"	25*	Attentiveness, Concentration & Self-Discipline in School Work	44	"
"	34	Feelings of Acceptance and Involvement	45	"
"	33	Attitude Toward Studying and Homework	47	"
768	59	Teacher Interest in Individual Students	49	(06/07)
"	23	Student Involvement in Choosing and Planning Work	51	"
"	43	Attitudes Towards Grades in School	52	"
"	8*	Orientation Toward Cooperation versus Competition in School	53	"
		No Data		(08/09)
40	53	Advocate Student Responsibility Regarding School Rules	65	(10)
245	31	Self Esteem	76	(11)
"	29	Emotional Control	78	"
"	21	Resilience - Recovery from Emotional Upset	80	"
"	38	Self-Confidence and Self-Assurance	81	"
"	26	Sense of Well-Being	82	"
"	22	Positive, Optimistic Attitude Toward Life	83	"
		No Data		(12)
129	18*	Confidence in Personal Value and Belief System	93	(13)
133	47	Conscientiousness and Pride in Work	100	(14)
"	21	Task Application and Diligence	101	"
"	26	Ambition and Desire to Succeed	102	"
"	25	Cooperation and Helpfulness	103	"
115	34	Internal vs. External Locus of Control and Evaluation	106	(15)
18		No Significant correlations		(16)

TABLE 31

SIGNIFICANT CORRELATIONS OF SUBSCALE 51 OF TEST 06/07

STUDENT INVOLVEMENT IN CHOOSING AND PLANNING WORK WITH OTHER SUBSCALES

N	r	TITLE	Subscale	
302	27	General Attitude Toward School	5	(01/02)
"	15	Attitude Toward Own School	6	"
		No Data		(03)
		No Data		(04)
71		No Significant Correlations		(05)
768	49	Teacher Interest in Individual Students	49	(06/07)
"	23	Teacher Relationship With the Student	50	"
		No Data		(08/09)
40	34*	Student Initiative and Independence Value	68	(10)
"	39	Advocate Curriculum Based on Learning to Solve Real Life Problems	69	"
245		No Significant Correlations		(11)
		No Data		(12)
129	21*	Verbal and Communication Skills	94	(13)
133		No Singificant Correlations		(14)
115		No Significant Correlations		(15)
18		No Significant Correlations		(16)
82		No Significant Correlations		(17)
106	21*	Acceptance by Others	127	(18)
"	31	Belief and Trust in Man	130	"
"	31	Attitudes Toward Older People	133	"

TABLE 32

SIGNIFICANT CORRELATIONS OF SUBSCALE 52 OF TEST 06/07

ATTITUDES TOWARD GRADES IN SCHOOL WITH OTHER SUBSCALES

N	r	TITLE	Subscale	
302	46	General Attitude Toward School	5	(01/02)
"	31	Attitude Toward Own School	6	"
"	45	Perceived Value of What is Learned in School	7	"
		No Data		(03)
		No Data		(04)
71	49	Motivation to Succeed In School	39	(05)
"	49	Organization, Perseverance & Competence in School Work	40	"
"	38	Attitude Toward Studying and Homework	47	"
768	24	Teacher Interest in Individual Students	49	(06/07)
"	43	Teacher Relationship With The Student	50	"
		No Data		(08/09)
40	40	Advocate Student Discipline and Control	66	(10)
"	31*	Student Initiative and Independence Value	68	"
"	32*	Competitiveness and Desire to Succeed	70	"
"	39	Agreement with Traditional Classroom Values	71	"
245	13*	Self-Esteem	76	(11)
"	13*	Energy Level	77	"
"	18	Emotional Control	78	"
"	22	Self-Confidence and Self-Assurance	81	"
"	18	Sense of Well-Being	82	"
		No Data		(12)
129	23	Aesthetic Sensitivity & Appreciation	96	(13)
"	25	Self-Confidence As A Learner	97	"
"	25	Independence & Positive Self-Regard	98	"
133	21*	Ambition and Desire to Succeed	102	(14)
115	29	Compliance and Conformity	107	(15)
"	19*	Traditional Social Values	111	"
18		No Significant Correlations		(16)
82	47	Concern for Others' Feelings	118	(17)
"	-26*	Feelings of Superiority	119	"
"	-28	Prejudice and Lack of Tolerance	124	"
"	-29	Judgmental and Critical of Others	125	"
"	-36	Superiority and Lack of Tolerance	126	"

TABLE 32

SIGNIFICANT CORRELATIONS OF SUBSCALE 52 OF TEST 06/07

ATTITUDES TOWARD GRADES IN SCHOOL WITH OTHER SUBSCALES

N	r	TITLE	Subscale	
106	31	Friendliness	128	(18)
"	23*	Openness and Authenticity	131	"
"	20*	Social Responsibility	132	"
"	35	Attitudes Toward Older People	133	"

TABLE 33

SIGNIFICANT CORRELATIONS OF SUBSCALE 54 OF TEST 08/09

TEACHER TEMPERAMENT WITH OTHER SUBSCALES

N	r	TITLE	Subscale	
36	37*	Attitude Toward Own School	6	(01/02)
36	40	Perceived Value of What is Learned in School	7	"
		No Data		(03)
		No Data		(04)
28	40*	Confidence in Front of the Class	42	(05)
28	37*	Feelings of Acceptance and Involvement	45	"
		No Data		(06/07)
440	66	Teacher Fairness	55	(08/09)
"	-63	Teacher Dominance & Control	56	"
"	29	Teacher Goals For Students	57	"
"	23	Attitudes Toward Competition	59	"
"	33	Opportunities to Work With Other Students	60	"
"	47	Teacher Competence	61	"
"	19	Student Freedom and Responsibility	62	"
"	30	Emphasis on Outside Learning	63	"
"	49	Teacher Understanding, Patience, and Interest	64	"
		No Data		(10)
61	31*	Resilience - Recovery from Emtional Upset	80	(11)
"	43	Self-Confidence and Self-Assurance	81	"
"	33	Positive, Optimistic Attitude Toward Life	83	"
		No Data		(12)
27	47	Confidence in Personal Value and Belief System	93	(13)
"	40*	Aesthetic Sensitivity & Appreciation	96	"
		No Data		(14)
		No Data		(15)
183	-20	Negative and Dysfunctional Social Responsiveness	113	(16)
"	-18*	Sensitivity To Others' Reactions	115	"
"	18*	Openness To Giving and Receiving Feedback	116	"
"	17*	Preference For Competition	117	"
		No Data		(17)
18	52	Lack of Social Concern	134	(18)

TABLE 34

SIGNIFICANT CORRELATIONS OF SUBSCALE 55 OF TEST 08/09

TEACHER FAIRNESS WITH OTHER SUBSCALES

N	r	TITLE	Subscale
36	43	General Attitude Toward School	5 (01/02)
"	39*	Attitude Toward Own School	6 "
"	52	Perceived Value of What is Learned in School	7 "
		No Data	(03)
		No Data	(04)
36	36*	Attitude Toward Studying and Homework	47 (05)
		No Data	(06/07)
640	66	Teacher Temperament	54 (08/09)
"	-68	Teacher Dominance & Control	56 "
"	27	Teacher Goals for Students	57 "
"	-12*	Negative Attitudes Toward Grades	58 "
"	12*	Attitudes Toward Competition	59 "
"	28	Opportunities to Work with Other Students	60 "
"	48	Teacher Competence	61 "
"	22	Emphasis on Outside Learning	63 "
"	52	Teacher Understanding, Patience, and Interest	64 "
		No Data	(10)
61	25*	Emotional Control	78 (11)
"	37	Resiliance - Recovery from Emotional Upset	80 "
"	38	Self-Confidence and Self-Assurance	81 "
		No Data	(12)
27	54	Aesthetic Sensitivity & Appreciation	96 (13)
		No Data	(14)
		No Data	(15)
183	-21	Negative and Dysfunctional Social Responsiveness	113 (16)
"	17*	Openness To Giving and Receiving Feedback	116 "
		No Data	(17)
18	56	Acceptance by Others	127 (18)

TABLE 35

SIGNIFICANT CORRELATIONS OF SUBSCALE 56 OF TEST 08/09

TEACHER DOMINANCE AND CONTROL WITH OTHER SUBSCALES

N	r	TITLE	Subscale	
36	-44	General Attitude Toward School	5	(01/02)
"	-37	Attitude Toward Own School	6	"
"	-52	Perceived Value of What is Learned in School	7	"
		No Data		(03/04)
28	-56	Attitude Toward Studying and Homework	47	(05)
		No Data		(06/07)
440	-63	Teacher Temperament	54	(08/09)
"	-68	Teacher Fairness	55	"
"	-36	Teacher Goals for Students	57	"
"	-21	Attitudes Toward Competition	59	"
"	-42	Opportunities to Work with Other Students	60	"
"	-50	Teacher Competence	61	"
"	-33	Student Freedom and Responsibility	62	"
"	-32	Emphasis on Outside Learning	63	"
"	-53	Teacher Understanding Patience and Interest	64	"
		No Data		(10)
61	-29*	Self-Confidence and Self-Assurance	81	(11)
		No Data		(12)
27	-56	Verbal and Communication Skills	94	(13)
"	-37*	Interest in Creative Problem Solving	95	"
"	-49	Aesthetic Sensitivity & Application	96	"
"	-51	Self-Confidence as a Learner	97	"
"	-54	Creativity	99	"
		No Data		(14)
		No Data		(15)
183	-21	Openness to Giving and Receiving Feedback	116	(16)
		No Data		(17)
18	-57	Lack of Social Concern	134	(18)

TABLE 36

SIGNIFICANT CORRELATIONS OF SUBSCALE 58 OF TEST 08/09
NEGATIVE ATTITUDES TOWARD GRADES WITH OTHER SUBSCALES

N	r	TITLE	Subscale
36		No Significant Correlations	(01/02)
		No Data	(03/04)
28	37*	Participation in Class Discussion	48 (05)
		No Data	(06/07)
440	-12*	Teacher Fairness	55 (08/09)
"	-14	Attitudes Toward Competition	59 "
"	-19	Teacher Competence	61 "
"	-20	Emphasis on Outside Learning	63 "
"	-12*	Teacher Understanding, Patience, and Interest	64 "
		No Data	(10)
61		No Significant Correlations	(11)
		No Data	(12)
27	-43*	Confidence in Personal Value and Belief System	93 (13)
		No Data	(14)
183	-15*	Interpersonal Effectiveness	112 (16)
"	24	Negative and Dysfunctional Social Responsiveness	113 "
"	-21	Preference for Competition	117 "
		No Data	(17)
18	-49*	Shyness	129 (18)
"	-53*	Openness and Authenticity	131 "

TABLE 37

SIGNIFICANT CORRELATIONS OF SUBSCALE 59 OF TEST 08/09 ATTITUDES TOWARD COMPETITION WITH OTHER SUBSCALES

N	r	TITLE	Subscale	
36	-35	Perceived Value of What is Learned in School	7	(01/02)
		No Data		(03/04)
28	41*	Confidence in Front of the Class	42	(05)
"	36*	Confidence in Ability to do Well in School	43	"
"	37*	Participation in Class Discussion	48	"
		No Data		(06/07)
440	23	Teacher Temperament	54	(08/09)
"	12*	Teacher Fairness	55	"
"	-21	Teacher Dominance & Control	56	"
"	15	Teacher Goals for Students	57	"
"	-14	Negative Attitudes Toward Grades	58	"
"	22	Opportunities to Work with Other Students	60	"
"	18	Teacher Competence	61	"
"	15	Student Freedom and Responsibility	62	"
"	19	Emphasis on Outside Learning	63	"
"	21	Teacher Understanding, Patience and Interest	64	"
		No Data		(10)
61		No Significant Correlations		(11)
		No Data		(12)
27	37*	Independence and Positive Self-Regard	98	(13)
		No Data		(14)
		No Data		(15)
183	16*	Openness to Giving and Receiving Feedback	116	(16)
"	58	Preference for Competition	117	"
		No Data		(17)
18	-46*	Openness and Authenticity	131	(18)

TABLE 38

SIGNIFICANT CORRELATIONS OF SUBSCALE 60 OF TEST 08/09 OPPORTUNITIES TO WORK WITH OTHER STUDENTS WITH OTHER SUBSCALES

N	r	TITLE	Subscale
36		No Significant Correlations	(01/02)
		No Data	(03/04)
28	37*	Confidence in Ability to do Well in School	43 (05)
		No Data	(06/07)
440	33	Teacher Temperament	54 (08/09)
"	28	Teacher Fairness	55 "
"	-42	Teacher Dominance and Control	56 "
"	27	Teacher Goals for Students	57 "
"	22	Opportunities to Work With Other Students	60 "
"	41	Teacher Competence	61 "
"	32	Emphasis on Outside Learning	63 "
"	41	Teacher Understanding, Patience, and Interest	64 "
		No Data	(10)
61	32	Positive, Optimistic Attitude Toward Life	83 (11)
		No Data	(12)
27	51	Confidence in Personal Value and Belief System	93 (13)
"	52	Verbal and Communication Skills	94 "
"	41*	Interest in Creative Problem-Solving	95 "
"	48	Aesthetic Sensitivity & Appreciation	96 "
"	46*	Self-Confidence As A Learner	97 "
"	56	Independence & Positive Self-Regard	98 "
"	51	Creativity	99 "
		No Data	(14)
		No Data	(15)
183	23	Interpersonal Effectiveness	112 (16)
		No Data	(17)
18	56	Acceptance by Others	127 (18)

TABLE 39

SIGNIFICANT CORRELATIONS OF SUBSCALE 61 OF TEST 08/09 PERCEIVED TEACHER COMPETENCE WITH OTHER SUBSCALES

N	r	TITLE	Subscale
36		No Significant Correlations	(01/02)
		No Data	(03/04)
28	46	Feelings of Acceptance and Involvement	45 (05)
		No Data	(06/07)
440	47	Teacher Temperament	54 (08/09)
"	48	Teacher Fairness	55 "
"	-50	Teacher Dominance & Control	56 "
"	29	Teacher Goals for Students	57 "
"	-19	Negative Attitudes Toward Grades	58 "
"	18	Attitudes Toward Competition	59 "
"	41	Opportunities to Work With Other Students	60 "
"	28	Student Freedom and Responsibility	62 "
"	43	Emphasis on Outside Learning	63 "
"	58	Teacher Understanding, Patience, and Interest	64 "
		No Data	(10)
61	39	Resilience - Recovery From Emotional Upset	80 (11)
"	33	Self-Confidence and Self-Assurance	81 "
		No Data	(12)
27	48	Confidence in Personal Value and Belief System	93 (13)
"	62	Interest in Creative Problem-Solving	95 "
"	47	Aesthetic Sensitivity & Appreciation	96 "
"	48	Self-Confidence as a Learner	97 "
"	75	Independence & Positive Self-Regard	98 "
"	70	Creativity	99 "
		No Data	(14)
		No Data	(15)
183	19	Interpersonal Effectiveness	112 (16)
"	16*	Openness To Giving and Receiving Feedback	116 "
"	18*	Preference for Competition	117 "
		No Data	(17)
18		No Significant Correlations	(18)

TABLE 40

SIGNIFICANT CORRELATIONS OF SUBSCALE 62 OF TEST 08/09 STUDENT FREEDOM AND RESPONSIBILITY WITH OTHER SUBSCALES

N	r	TITLE	Subscale
36		No Significant Correlations	(01/02)
		No Data	(03/04)
28	41*	Confidence in Ability to do Well in School	43 (05)
"	45*	Feelings of Acceptance and Involvement	45 "
"	37*	Attitude Toward Studying and Homework	47 "
		No Data	(06/07)
440	19	Teacher Temperament	54 (08/09)
"	-33	Teacher Dominance & Control	56 "
"	19	Teacher Goals For Students	57 "
"	15	Attitudes Toward Competition	59 "
"	32	Opportunities to Work With Other Students	60 "
"	28	Teacher Competence	61 "
"	28	Emphasis on Outside Learning	63 "
"	35	Teacher Understanding, Patience, and Interest	64 "
		No Data	(10)
61		No Significant Correlations	(11)
		No Data	(12)
27	41*	Interest in Creative Problem-Solving	95 (13)
"	42*	Independence & Positive Self-Regard	98 "
		No Data	(14)
		No Data	(15)
183		No Significant Correlations	(16)
		No Data	(17)
18	64	Acceptance by Others	127 (18)
"	54*	Friendliness	128 "

TABLE 41

SIGNIFICANT CORRELATIONS OF SUBSCALE 64 OF TEST 08/09 TEACHER UNDERSTANDING, PATIENCE, AND INTEREST IN STUDENTS WITH OTHER SUBSCALES

N	r	TITLE	Subscale
36	37*	General Attitude Toward School	5 (01/02)
"	38*	Attitude Toward Own School	6 "
"	41*	Perceived Value of What is Learned in School	7 "
		No Data	(03/04)
28	43*	Feelings of Acceptance and Involvement	45 (05)
"	39*	Attitude Toward Studying and Homework	47 "
		No Data	(06/07)
440	49	Teacher Temperament	54 (08/09)
"	52	Teacher Fairness	55 "
"	-53	Teacher Dominance & Control	56 "
"	33	Teacher Goals for Students	57 "
"	-12	Negative Attitudes Toward Grades	58 "
"	21	Attitudes Toward Competition	59 "
"	41	Opportunities to Work with Other Students	60 "
"	58	Teacher Competence	61 "
"	35	Student Freedom and Responsibility	62 "
"	31	Emphasis on Outside Learning	63 "
		No Data	(10)
61	29*	Energy Level	77 (11)
"	54	Resilience - Recovery from Emotional Upset	80 "
"	43	Self-Confidence and Self-Assurance	81 "
"	26*	Positive, Optimistic Attitude Toward Life	83 "
		No Data	(12)
27	38*	Interest in Creative Problem-Solving	95 (13)
"	41	Aesthetic Sensitivity & Appreciation	96 "
"	53	Independence & Positive Self-Regard	98 "
"	38*	Creativity	99 "
		No Data	(14)
		No Data	(15)
183	22	Interpersonal Effectiveness	112 (16)
"	22	Preference For Competition	117 "
		No Data	(17)
18	68	Acceptance by Others	127 (18)
"	65	Friendliness	128 "

TABLE 42

SIGNIFICANT CORRELATIONS OF SUBSCALE 65 OF TEST 10
ADVOCATE STUDENT RESPONSIBILITY REGARDING SCHOOL RULES
WITH OTHER SUBSCALES

N	r	TITLE	Subscale
336	33	General Attitude Toward School	5 (01/02)
"	19	Attitude Toward Own School	6 "
"	33	Perceived Value of What is Learned in School	7 "
		No Data	(03/04)
17	-47	Confidence in Front of the Class	42 (05)
40	48	Teacher Interest in Individual Students	49 (06/07)
"	53	Teacher Relationship with the Student	50 "
		No Data	(08/09)
565	19	Advocate Student Discipline and Control	66 (10)
"	13	Advocate Curriculum Based on Students' Needs and Interests	67 "
"	51	Value Student Initiative and Independence	68 "
"	9*	Advocate Curriculum Based on Learning to solve Real-Life Problems	69 "
"	30	Competition and Desire to Succeed	70 "
"	45	Agreement with Traditional Classroom Values	71 "
"	26	Questioning, Exploring Orientation	72 "
"	36	Advocate Curriculum Based on Society's Needs and Problems	74 "
"	37	Value Learning to Work Together	75 "
199	18	Self-Confidence and Self-Assurance	81 (11)
"	21	Positive, Optimistic Attitude Toward Life	83 "
		No Data	(12)
56	29	Verbal and Communication Skills	94 (13)
230	18	Conscientiousness and Pride in Work	100 (14)
"	24	Ambition and Desire to Succeed	102 "
88	23*	Self-Assertiveness	105 (15)
"	37	Compliance and Conformity	107 "
"	26*	Self-Depreciation & Self-Punishment	109 "
"	41	Ambition and Self-Determination	110 "
"	45	Traditional Social Values	111 "
23	57	Interpersonal Effectiveness	112 (16)
"	59	Preference For Competition	117 "
47	42	Consideration for Others	122 (17)

TABLE 42

SIGNIFICANT CORRELATIONS OF SUBSCALE 65 OF TEST 10 ADVOCATE STUDENT RESPONSIBILITY REGARDING SCHOOL RULES WITH OTHER SUBSCALES

N	r	TITLE	Subscale
107	27	Shyness	129 (18)
"	37	Social Responsibility	132 "

TABLE 43

SIGNIFICANT CORRELATIONS OF SUBSCALE 66 OF TEST 10 NEED FOR STUDENT DISCIPLINE AND CONTROL WITH OTHER SUBSCALES

N	r	TITLE	Subscale
366	19	General Attitude Toward School	5 (01/02)
"	16	Perceived Value of What is Learned in School	7 "
		No Data	(03/04)
17		No Significant Correlations	(05)
40	40	Attitudes Toward Grades in School	52 (06/07)
		No Data	(08/09)
565	19	Advocate Student Responsibility Regarding School Rules	65 (10)
"	-18	Advocate Curriculum Based on Students' Needs and Interests	67 "
"	9*	Value Student Initiative and Independence	68 "
"	-16	Advocate Curriculum Based on Learning to Solve Real-Life Prob	69 "
"	34	Competitiveness and Desire to Succeed	70 "
"	44	Agreement with Traditional Classroom Values	71 "
"	-42	Advocate Teacher Support of Independent Activities	73 "
"	12	Advocate Curriculum Based on Society's Needs and Problems	74 "
199	27	Positive, Optimistic Attitude Toward Life	83 (11)
"	14*	Self Understanding	84 "
		No Data	(12)
56		No Significant Correlations	(13)
230	19	Conscientiousness and Pride in Work	100 (14)
"	17	Ambition and Desire to Succeed	102 "
"	15*	Cooperation and Helpfulness	103 "
88	25*	Compliance and Conformity	107 (15)
23	-41	Openness To Giving and Receiving Feedback	116 (16)
47		No Significant Correlation	(17)
107	-19*	Belief and Trust in Man	130 (18)
"	-28	Openness and Authenticity	131 "
"	19*	Social Responsibility	132 "
"	20*	Lack of Social Concern	134 "

TABLE 44

SIGNIFICANT CORRELATIONS OF SUBSCALE 67 OF TEST 10
ADVOCATE CURRICULUM BASED ON STUDENTS' NEEDS AND INTERESTS WITH OTHER SUBSCALES

N	r	TITLE	Subscale
366		No Significant Correlations	(01/02)
		No Data	(03/04)
17	46*	Preference for Clear Directions	46 (05)
40		No Significant Correlations	(06/07)
		No Data	(08/09)
565	13	Advocate Student Responsibility Regarding School Rules	65 (10)
"	-18	Advocate Student Discipline and Control	66 "
"	30	Value Student Initiative and Independence	68 "
"	42	Advocate Curriculum Based on Learning to Solve Real Problems	69 "
"	19	Questioning, Exploring Orientation	72 "
"	33	Advocate Teacher Support of Independent Activities	73 "
"	32	Advocate Curriculum Based on Society's Needs and Problems	74 "
"	37	Value Learning to Work Together	75 "
199	-16*	Self Understanding	84 (11)
		No Data	(12)
56	26*	Verbal and Communication Skills	94 (13)
230	-13	Task Application and Diligence	101 (14)
88	27	Ambition and Self-Determination	110 (15)
23		No Significant Correlations	(16)
47		No Significant Correlations	(17)
107	-26	Lack of Social Concern	134 (18)

TABLE 45

SIGNIFICANT CORRELATIONS OF SUBSCALE 68 OF TEST 10 VALUE STUDENT INITIATIVE AND INDEPENDENCE WITH OTHER SUBSCALES

N	r	TITLE	Subscale
366	29	General Attitude Toward School	5 (01/02)
"	24	Attitude Toward Own School	6 "
"	27	Perceived Value of What is Learned in School	7 "
		No Data	(03/04)
17	57	Confidence in Ability to do Well in School	43 (05)
40	35*	Teacher Interest in Individual Students	49 (06/07)
"	34*	Student Involvement in Choosing and Planning Work	51 "
"	31*	Attitudes Toward Grades in School	52 "
		No Data	(08/09)
565	51	Advocate Student Responsibility Regarding School Rules	65 (10)
"	9*	Advocate Student Discipline and Control	66 "
"	30	Advocate Curriculum Based on Students' Needs and Interests	67 "
"	18	Advocate Curriculum Based on Learning to Solve Real Problems	69 "
"	33	Competitiveness and Desire to Succeed	70 "
"	43	Agreement with Traditional Classroom Values	71 "
"	34	Questioning, Exploring Orientation	72 "
"	17	Advocate Teacher Support of Independent Activities	73 "
"	54	Advocate Curriculum Based on Society's Needs and Problems	74 "
"	44	Value Learning to Work Together	75 "
199	24	Self Esteem	76 (11)
"	27	Energy Level	77 "
"	16*	Emotional Control	78 "
"	18	Resilience - Recovery from Emotional Upset	80 "
"	38	Self-Confidence and Self-Assurance	81 "
"	15*	Sense of Well-Being	82 "
"	31	Positive, Optimistic Attitude Toward Life	83 "
		No Data	(12)
56		No Significant Correlations	(13)
230	30	Conscientiousness and Pride in Work	100 (14)
"	19	Task Application and Diligence	101 "
"	36	Ambition and Desire to Succeed	102 "
88	21*	Self-Assertiveness	105 (15)
"	26*	Compliance and Conformity	107 "
"	22*	Independence and Self-Sufficiency	108 "
"	26*	Ambition and Self-Determination	110 "
"	44	Traditional Social Values	111 "
23		No Significant Correlations	(16)
47	38	Consideration for Others	122 (17)
107	25	Acceptance by Others	127 (18)
"	35	Friendliness	128 "
"	26	Openness and Authenticity	131 "
"	36	Social Responsibility	132 "

TABLE 46

SIGNIFICANT CORRELATIONS OF SUBSCALE 69 OF TEST 10
ADVOCATES CURRICULUM BASED ON LEARNING TO SOLVE REAL-LIFE PROBLEMS WITH OTHER SUBSCALES

N	r	TITLE	Subscale
366	-14	General Attitude Toward School	5 (01/02)
"	-13*	Perceived Value of What is Learned in School	7 "
		No Data	(03/04)
17		No Significant Correlations	(05)
40	39	Student Involvement in Choosing and Planning Work	51 (06/07)
		No Data	(08/09)
565	9*	Advocate Student Responsibility Regarding School Rules	65 (10)
"	-16	Advocate Student Discipline and Control	66 "
"	42	Advocate Curriculum Based on Students' Needs and Interests	67 "
"	18	Value Student Initiative and Independence	68 "
"	-12	Competitiveness and Desire to Succeed	70 "
"	20	Advocate Teacher Support of Independent Activities	73 "
"	22	Advocate Curriculum Based on Society's Needs and Problems	74 "
"	27	Value Learning to Work Together	75 "
199	15*	Self-Confidence and Self-Assurance	81 (11)
"	-15*	Self-Understanding	84 "
		No Data	(12)
56		No Significant Correlations	(13)
230	-14*	Task Application and Diligence	101 (14)
"	-17	Cooperation and Helpfulness	103 "
88	22*	Ambition and Self-Determination	110 (15)
23	45*	Orientation Toward Direction and Control of Others	114 (16)
47	40	Self-Centeredness	123 (17)
107		No Significant Correlations	(18)

TABLE 47

SIGNIFICANT CORRELATIONS OF SUBSCALE 70 OF TEST 10 COMPETITIVENESS AND DESIRE TO SUCCEED WITH OTHER SUBSCALES

N	r	TITLE	Subscale
366	31	General Attitude Toward School	5 (01/02)
"	26	Attitude Toward Own School	6 "
"	27	Perceived Value of What is Learned in School	7 "
		No Data	(03/04)
17	49*	Attentiveness, Concentration, & Self-Discipline in School Work	44 (05)
40	32*	Attitudes Toward Grades in School	52 (06/07)
		No Data	(08/09)
565	30	Advocate Student Responsibility Regarding School Rules	65 (10)
"	34	Advocate Student Discipline and Control	66 "
"	33	Value Student Initiative and Independence	68 "
"	-12	Advocate Curriculum Based on Learning to Solve Real Problems	69 "
"	54	Agreement with Traditional Classroom Values	71 "
"	20	Questioning, Exploring Orientation	72 "
"	-26	Advocate Teacher Support of Independent Activities	73 "
"	32	Advocate Curriculum Based on Society's Needs and Problems	74 "
"	21	Value Learning to Work Together	75 "
199	21	Self Esteem	76 (11)
"	17*	Energy Level	77 "
"	17*	Emotional Control	78 "
"	21	Resilience - Recovery from Emotional Upset	80 "
"	31	Self-Confidence and Self-Assurance	81 "
"	21	Sense of Well-Being	82 "
"	32	Positive, Optimistic Attitude Toward Life	83 "
"	14*	Self-Understanding	84 "
		No Data	(12)
56		No Significant Correlations	(13)
230	25	Conscientiousness and Pride in Work	100 (14)
"	17	Task Application and Diligence	101 "
"	31	Ambition and Desire to Succeed	102 "
88		No Significant Correlations	(15)
23		No Significant Correlations	(16)
47		No Significant Correlations	(17)
107	-19*	Belief and Trust in Man	130 (18)
"	-23*	Openness and Authenticity	131 "

TABLE 48

SIGNIFICANT CORRELATIONS OF SUBSCALE 71 OF TEST 10 AGREEMENT WITH TRADITIONAL CLASSROOM VALUES WITH OTHER SUBSCALES

N	r	TITLE	Subscale
366	46	General Attitude Toward School	5 (01/02)
"	33	Attitude Toward Own School	6 "
"	36	Perceived Value of What is Learned in School	7 "
		No Data	(03/04)
17	56*	Motivation to Succeed in School	39 (05)
"	69	Organization, Perserverance and Competence in School Work	40 "
40	39	Attitudes Toward Grades in School	52 (06/07)
		No Data	(08/09)
565	45	Advocate Student Responsibility Regarding School Rules	65 (10)
"	44	Advocate Student Discipline and Control	66 "
"	43	Value Student Initiative and Independence	68 "
"	54	Competitiveness and Desire to Succeed	70 "
"	21	Questioning, Exploring Orientation	72 "
"	-28	Advocate Teacher Support of Independent Activities	73 "
"	35	Advocate Curriculum Based on Society's Needs and Problems	74 "
"	19	Value Learning to Work Together	75 "
199	15*	Self Esteem	76 (11)
"	20	Energy Level	77 "
"	14*	Resilience - Recovery from Emotional Upset	80 "
"	27	Self-Confidence and Self-Assurance	81 "
"	26	Positive, Optimistic Attitude Toward Life	83 "
		No Data	(12)
56		No Significate Correlations	(13)
230	35	Conscientiousness and Pride in Work	100 (14)
"	16*	Task Application and Diligence	101 "
"	35	Ambition and Desire to Succeed	102 "
"	13*	Cooperation and Helpfulness	103 "
88	51	Compliance and Conformity	107 (15)
"	32	Self-Depreciation & Self-Punishment	109 "
"	45	Traditional Social Values	111 "
23	-53	Openness to Giving and Receiving Feedback	116 (16)
47	39	Consideration for Others	122 (17)
107	30	Social Responsibility	132 (18)

TABLE 49

SIGNIFICANT CORRELATIONS OF SUBSCALE 73 OF TEST 10 ADVOCATES TEACHER SUPPORT OF INDEPENDENT ACTIVITIES WITH OTHER SUBSCALES

N	r	TITLE	Subscale
366	-14	General Attitude Toward School	5 (01/02)
		No Data	(03/04)
17	56*	Preference for Working With Other Students	41 (05)
"	65	Confidence in Ability to do Well in School	43 "
40		No Significant Correlations	(06/07)
		No Data	(08/09)
565	-42	Advocate Student Discipline and Control	66 (10)
"	33	Advocate Curriculum Based on Students' Needs and Interests	67 "
"	17	Value Student Initiative and Independence	68 "
"	20	Advocate Curriculum Based on Learning to Solve Real Problems	69 "
"	-26	Competitiveness and Desire to Succeed	70 "
"	-28	Agreement with Traditional Classroom Values	71 "
"	14	Questioning, Exploring Orientation	72 "
"	9*	Advocate Curriculum Based on Society's Needs and Problems	74 "
"	23	Value Learning to Work Together	75 "
199	-16*	Self Understanding	84 (11)
		No Data	(12)
56		No Significant Correlations	(13)
230		No Significant Correlations	(14)
88	22*	Ambition and Self-Determination	110 (15)
23	43*	Openness to Giving and Receiving Feedback	116 (16)
47	33*	Demanding in Relationships with Others	121 (17)
107	28	Openness and Authenticity	131 (18)

TABLE 50

SIGNIFICANT CORRELATIONS OF SUBSCALE 74 OF TEST 10 ADVOCATES CURRICULUM BASED ON SOCIETY'S NEEDS AND PROBLEMS WITH OTHER SUBSCALES

N	r	TITLE	Subscale
366	16	General Attitude Toward School	5 (01/02)
"	13*	Attitude Toward Own School	6 "
"	20	Perceived Value of What is Learned in School	7 "
		No Data	(03/04)
17	-49*	Motivation to Succeed in School	39 (05)
"	58	Preference for Working With Other Students	41 "
"	-60	Attitude Toward Studying and Homework	47 "
40		No Significant Correlations	(06/07)
		No Data	(08/09)
565	36	Advocate Student Responsibility Regarding School Rules	65 (10)
"	12	Advocate Student Discipline and Control	66 "
"	32	Advocate Curriculum Based on Students' Needs and Interests	67 "
"	54	Value Student Initiative and Independence	68 "
"	22	Advocate Curriculum Based on Learning to Solve Real Problems	69 "
"	32	Competitiveness and Desire to Succeed	70 "
"	35	Agreement with Traditional Classroom Values	71 "
"	34	Questioning, Exploring Orientation	72 "
"	9*	Advocate Teacher Support of Independent Activities	73 "
"	43	Value Learning to Work Together	75 "
199	16*	Energy Level	77 (11)
"	22	Self-Confidence and Self-Assurance	81 "
"	30	Positive, Optimistic Attitude Toward Life	83 "
		No Data	(12)
56		No Significant Correlations	(13)
230	21	Conscientiousness and Pride in Work	100 (14)
"	26	Ambition and Desire to Succeed	102 "
88	24*	Compliance and Conformity	107 (15)
"	36	Self-Depreciation and Self-Punishment	109 "
"	21*	Ambition and Self-Determination	110 "
"	33	Traditional Social Values	111 "
23		No Significant Correlations	(16)
47	29*	Superiority and Lack of Tolerance	126 (17)
107	20*	Friendliness	128 (18)
"	28	Shyness	129 "
"	33	Social Responsibility	132 "

TABLE 51

SIGNIFICANT CORRELATIONS OF SUBSCALE 76 OF TEST 11
SELF ESTEEM WITH OTHER SUBSCALES

N	r	TITLE	Subscale
647	18	General Attitude Toward School	5 (01/02)
"	11	Attitude Toward This Specific School	6 "
"	7	Perceived Value of What is Learned in School	7 "
84	-33	Teacher Aloofness and Mistreatment of Students	10 (03)
"	31	Humanistic Treatment of Students	11 "
"	27*	Fairness of Rules and P-nishment	12 "
"	24*	Feeling of Acceptance and Belonging	14 "
"	21*	School Spirit	17 "
"	21*	Student Relations	20 "
"	23*	General School Climate	22 "
		Need for Change or Improvement in:	
84	-21*	Humanistic Treatment of Students	26 (04)
"	-24*	Discipline and Control in School	31 "
"	-24*	Involvement of Students in Decision-Making	33 "
"	-34*	Teacher Relations and Job Satisfaction	34 "
"	-21*	Treatment of Students as Trusted, Responsible Persons	38 "
36	37*	Attentiveness, Concentration and Self-Discipline in Sch. Work	44 (05)
245	31	Teacher Relationship with the Student	50 (06/07)
61	25*	Teacher Goals for Students	57 (08/09)
199	24	Value Student Initiative and Independence	68 (10)
"	21	Competitiveness and Desire to Succeed	70 "
"	15*	Agreement with Traditional Classroom Values	71 "
977	24	Energy Level	77 (11)
"	39	Emotional Control	78 "
"	-24	Sensitivity to Being Talked About or Criticized	79 "
"	28	Resilience - Recovery from Emotional Upset	80 "
"	60	Self-Confidence and Self-Assurance	81 "
"	47	Sense of Well-Being	82 "
"	38	Positive, Optimistic Attitude Toward Life	83 "
"	42	Self Understanding	84 "
		No Data	(12)
41	35*	Self-Confidence as a Learner	97 (13)
"	36*	Independence and Positive Self-Regard	98 "
"	45	Creativity	99 "
264	32	Conscientiousness and Pride in Work	100 (14)
"	33	Task Application and Diligence	101 "
"	25	Ambition and Desire to Succeed	102 "
"	15*	Cooperation and Helpfulness	103 "
		No Data	(15)
26	-39*	Negative and Dysfunctional Social Responsiveness	113 (16)
53	-32*	Demanding in Relationships with Others	121 (17)
134	45	Acceptance by Others	127 (18)
"	26	Friendliness	128 "
"	-37	Shyness	129 "
"	30	Belief and Trust in Man	130 "
"	40	Openness and Authenticity	131 "
"	32	Attitudes Toward Older People	133 "

TABLE 52

SIGNIFICANT CORRELATIONS OF SUBSCALE 78 OF TEST 11 EMOTIONAL CONTROL WITH OTHER SUBSCALES

N	r	TITLE	Subscale
647	25	General Attitude Toward School	5 (01/02)
"	16	Attitude Toward This Specific School	6 "
"	18	Perceived Value of What is Learned in School	7 "
84		No Significant Correlations	(03)
84	-21*	Need for Change or Improvement in: Treatment of Students as Trusted, Responsible Persons	38 (04)
36	44	Preference for Clear Directions	46 (05)
245	19	Teacher Interest in Individual Students	49 (06/07)
"	29	Teacher Relationship with the Student	50 "
"	13*	Attitudes Toward Grades in School	52 "
61	25*	Teacher Fairness	55 (08/09)
61	29*	Teacher Goals for Students	57 "
199	16*	Value Student Initiative and Independence	68 (10)
"	17*	Competition and Desire to Succeed	70 "
977	39	Self Esteem	76 (11)
"	14	Energy Level	77 "
"	-38	Sensitivity to Being Talked About or Criticized	79 "
"	44	Resilience - Recovery from Emotional Upset	80 "
"	67	Self-Confidence and Self-Assurance	81 "
"	57	Sense of Well-Being	82 "
"	39	Positive, Optimistic Attitude Toward Life	83 "
"	37	Self Understanding	84 "
		No Data	(12)
41	52	Confidence in Personal Value & Belief System	93 (13)
41	64	Creativity	99 "
264	31	Conscientiousness and Pride in Work	100 (14)
"	36	Task Application and Diligence	101 "
"	19	Ambition and Desire to Succeed	102 "
"	29	General Interest or Curiosity	103 "
		No Data	(15)
26	50	Interpersonal Effectiveness	112 (16)
26	-50	Negative and Dysfunctional Social Responsiveness	113 "
53	-28*	Self-Depreciation	120 (17)
134	46	Acceptance by Others	127 (18)
"	21*	Friendliness	128 "
"	-38	Shyness	129 "
"	17*	Belief and Trust in Man	130 "
"	21*	Openness and Authenticity	131 "
"	30	Attitudes Toward Older People	133 "

TABLE 53

SIGNIFICANT CORRELATIONS OF SUBSCALE 80 OF TEST 11 RESILIENCE WITH OTHER SUBSCALES

N	r	TITLE	Subscale
647	11	General Attitude Toward School	5 (01/02)
"	8*	Attitude Toward This Specific School	6 "
"	18	Perceived Value of What is Learned in School	7 "
84	21*	Teacher Fairness and Personal Interest in Students	9 (03)
84	-29	Teacher Aloofness and Mistreatment of Students	10 "
84	40	Humanistic Treatment of Students	11 "
84	35	Fairness of Rules and Punishment	12 "
84	24*	Teacher Relations and Job Satisfaction	19 "
84	34	General School Climate	22 "
84	32	Treatment of Students as Trusted, Responsible Persons	23 "
84		No Significant Correlations	(04)
36		No Significant Correlations	(05)
245	21	Teacher Relationship With The Student	50 (06/07)
61	31*	Teacher Temperment	54 (08/09)
61	37	Teacher Fairness	55 "
61	26*	Teacher Goals for Students	57 "
61	39	Teacher Competence	61 "
61	54	Teacher Understanding, Patience, and Interest	64 "
199	18	Value Student Initiative and Independence	68 (10)
"	21	Competitiveness and Desire to Succeed	70 "
"	14*	Agreement with Traditional Classroom Values	71 "
"	15*	Value Learning to Work Together	75 "
		80(11)	
977	28	Self Esteem	76 (11)
"	16	Energy Level	77 "
"	44	Emotional Control	78 "
"	-30	Sensitivity to Being Talked About or Criticized	79 "
"	70	Self-Confidence and Self-Assurance	81 "
"	36	Sense of Well-Being	82 "
"	34	Positive, Optimistic Attitude Toward Life	83 "
"	19	Self Understanding	84 "
		No Data	(12)
41	43	Confidence in Personal Value and Belief System	93 (13)
41	41	Self-Confidence as a Learner	97 "
41	33*	Independence and Positive Self-Regard	98 "
264	26	Conscientiousness and Pride in Work	100 (14)
"	30	Task Application and Diligence	101 "
"	29	Ambition and Desire to Succeed	102 "
"	25	General Interest or Curiosity	103 "
		No Data	(15)
26		No Significant Correlations	(16)
53		No Significant Correlations	(17)
134	42	Acceptance by Others	127 (18)
"	40	Friendliness	128 "
"	-37	Shyness	129 "
"	26	Belief and Trust in Man	130 "
"	38	Openness and Authenticity	131 "
"	24	Attitudes Toward Older People	133 "
"	-19*	Lack of Social Concern	134 "

TABLE 54

SIGNIFICANT CORRELATIONS OF SUBSCALE 81 OF TEST 11

SELF-CONFIDENCE AND SELF-ASSURANCE WITH OTHER SUBSCALES

N	r	TITLE	Subscale	
647	24	General Attitude Toward School	5	(01/02)
"	18	Attitude Toward This Specific School	6	"
"	28	Perceived Value of What is Learned in School	7	"
84	28	Teacher Fairness and Personal Interest in Students	9	(03)
"	-31	Teacher Aloofness and Mistreatment of Students	10	"
"	46	Humanistic Treatment of Students	11	"
"	35	Fairness of Rules and Punishment	12	"
"	24*	Student Responsibility	13	"
"	29	Felling of Acceptance & Belonging	14	"
"	30	Prinicpal's Interest In Students	15	"
"	-28	Need for Descipline and Control in School	16	"
"	32	School Spirit	17	"
"	28	Teacher Relations and Job Satisfaction	19	"
"	29	Student Relations	20	"
"	25*	Satisfaction With Emphasis on School Activities	21	"
"	44	General School Climate	22	"
"	39	Treatment of Students as Trusted, Responsible Persons	23	"
84	-21	Need for Discipline and Control in School	31	(04)
36	33*	Motivation to Succeed in School	39	(05)
"	56	Organization, Perseverance, and Competence in School Work	40	"
"	38*	Preference for Working With Other Students	41	"
"	58	Confidence in Ability To Do Well in School	43	"
"	37*	Attentiveness, Concentration, & Self-Discipline in School Wrk	44	"
"	43	Preference for Clear Directions	46	"
245	21	Teacher Interest In Individual Students	49	(06/07)
"	38	Teacher Relationship With The Student	50	"
"	22	Attitudes Toward Grades in School	52	"
61	43	Teacher Temperament	54	(08/09)
"	38	Teacher Fairness	55	"
"	-29*	Teacher Dominance & Control	56	"
"	31	Teacher Goals For Students	57	"
"	33	Teacher Competence	61	"
"	43	Teacher Understanding, Patience, & Interest	64	"

TABLE 54

SIGNIFICANT CORRELATIONS OF SUBSCALE 81 OF TEST 11
SELF-CONFIDENCE AND SELF-ASSURANCE WITH OTHER SUBSCALES

N	r	TITLE	Subscale
199	18	Advocate Student Responsibility Regarding School Rules	65 (10)
"	38	Value Student Initiative and Independence	68 "
"	15*	Advocate Curriculum Based on Learning to Solve Real-Life Problems	69 "
"	31	Advocate Competitiveness and Desire to Succeed	70 "
"	27	Advocate Agreement with Traditional Classroom Values	71 "
"	15*	Advocate Questioning, Exploring Orientation	72 "
"	22	Curriculum should be Based on Society's Needs and Problems	74 "
"	21	Value Learning to Work Together	75 "
977	60	Self-Esteem	76 (11)
"	32	Energy Level	77 "
"	67	Emotional Control	78 "
"	-35	Sensitivity to Being Talked About or Criticized	79 "
"	70	Resilience - Recovery from Emotional Upset	80 "
"	59	Sense of Well-Being	82 "
"	59	Positive, Optimistic Attitude Toward Life	83 "
"	33	Self-Understanding	84 "
		No Data	(12)
41	64	Confidence in Personal Value & Belief	93 (13)
"	33*	Verbal & Communication Skills	94 "
"	36*	Self-Confidence as as Learner	97 "
"	42	Independence & Positive Self-Regard	98 "
"	55	Creativity	99 "
264	48	Conscientiousness and Pride in Work	100 (14)
"	50	Task Application and Diligence	101 "
"	47	Ambition and Desire to Succeed	102 "
"	29	General Interest or Curiosity	103 "
		No Data	(15)
26	39*	Interpersonal Effectiveness	112 (16)
"	-44*	Negative and Dysfunctional Social Responsiveness	113 "
53	-43	Self-Depreciation	120 (17)
134	60	Acceptance by Others	127 (18)
"	42	Friendliness	128 "
"	-46	Shyness	129 "
"	36	Belief and Trust in Man	130 "
"	47	Openness and Authenticity	131 "
"	37	Attitudes Toward Older People	133 "

TABLE 55

SIGNIFICANT CORRELATIONS OF SUBSCALE 82 OF TEST 11
SENSE OF WELL-BEING WITH OTHER SUBSCALES

N	r	TITLE	Subscale	
647	24	General Attitude Toward School	5	(01/02)
"	16	Attitude Toward This Specific School	6	"
"	24	Perceived Value of What is Learned in School	7	"
84	-20	Teacher Aloofness and Mistreatment of Students	10	(03)
"	32	Humanistic Treatment of Students	11	"
"	30	Fairness of Rules and Punishment	12	"
"	-26	Need for Discipline and Control in School	16	"
"	34	School Spirity	17	"
"	27*	Teacher Relations and Job Satisfaction	19	"
"	32	Student Relations	20	"
"	27*	General School Climate	22	"
"	26*	Treatment of Students as Trusted, Responsible Persons	23	"
84	-23*	Need for Discipline and Control in School	31	(04)
36	34*	Motivation to Succeed in School	39	(05)
"	35*	Organization, Perseverance and Competence in School Work	40	"
"	45	Attentiveness, Concentration, and Self-Discipline in School Work	44	"
245	26	Teacher Relationship with the Student	50	(06/07)
"	18	Attitudes Toward Grades in School	52	"
61		No Significant Correlations		(08/09)
199	15*	Student Initiative and Independence, Value	68	(10)
"	21	Competitiveness and Desire to Succeed	70	"
977	47	Self-Esteem	76	(11)
"	35	Energy Level	77	"
"	57	Emotional Control	78	"
"	-43	Sensitivity to Being Talked About or Criticized	79	"
"	36	Resilience - Recovery	80	"
"	59	Self-Confidence and Self-Assurance	81	"
"	25	Positive, Optimistic Attitude Toward Life	83	"
"	69	Self-Understanding	84	"
		No Data		(12)
41	44	Confidence in Personal Value and Belief System	93	(13)
"	31*	Creativity	99	"

TABLE 55

SIGNIFICANT CORRELATIONS OF SUBSCALE 82 OF TEST 11 SENSE OF WELL-BEING WITH OTHER SUBSCALES

N	r	TITLE	Subscale	
264	31	Conscientiousness and Pride in Work	100	(14)
"	54	Task Application and Diligence	101	"
"	30	Ambition and Desire to Succeed	102	"
"	25	Cooperation and Helpfulness	103	"
		No Data		(15)
26	-58	Negative and Dysfunctional Social Responsiveness	113	(16)
"	-37*	Orientation Toward Direction and Control of Others	114	"
"	-40*	Sensitivity to Others' Reactions	115	"
53	-35	Judgmental and Critical of Others	125	(17)
134	58	Acceptance by Others	127	(18)
"	17*	Friendliness	128	"
"	-55	Shyness	129	"
"	34	Belief and Trust in Man	130	"
"	40	Openness and Authenticity	131	"
"	30	Attitudes Toward Older People	133	"
"	-23	Lack of Social Concern	134	"

TABLE 56

SIGNIFICANT CORRELATIONS OF SUBSCALE 83 OF TEST 11
POSITIVE, OPTIMISTIC ATTITUDE TOWARD LIFE WITH OTHER SUBSCALES

N	r	TITLE	Subscale
647	23	General Attitude Toward School	5 (01/02)
"	23	Attitude Toward Own School	6 "
"	25	Perceived Value of What is Learned in School	7 "
84	34	Teacher Fairness and Personal Interest in Students	9 (03)
"	35	Humanistic Treatment of Students	11 "
"	32	Fairness of Rules and Punishment	12 "
"	25*	Feeling of Acceptance and Belonging	14 "
"	38	Principal's Interest in Students	15 "
"	21*	School Spirit	17 "
"	36	General School Climate	22 "
"	42	Treatment of Students as Trusted, Responsible Persons	23 "
84		No Significant Correlations	(04)
36	37*	Organization, Perseverance and Competence in School Work	40 (05)
"	53	Confidence in Ability to Do Well in School	43 "
"	39*	Preference for Clear Directions	46 "
"	32	Participation in Class Discussions	48 "
245	18	Teacher Interest in Individual Students	49 (06/07)
"	22	Teacher Relationship with the Student	50 "
61	33	Teacher Temperament	54 (08/09)
"	45	Teacher Goals for Students	57 "
"	32	Opportunities to Work with Other Students	60 "
"	26*	Teacher Understanding, Patience, and Interest	64 "
199	21	Advocate Student Responsibility Regarding School Rules	65 (10)
"	27	Advocate Student Discipline and Control	66 "
"	31	Value Student Initiative and Independence	68 "
"	32	Competitiveness and Desire to Succeed	70 "
"	26	Agreement with Traditional Classroom Values	71 "
"	16*	Questioning, Exploring Orientation	72 "
"	30	Advocate Curriculum Based on Society's Needs and Problems	74 "
"	19	Value Learning to Work Together	75 "
977	38	Self-Esteem	76 (11)
"	13	Energy Level	77 "
"	39	Emotional Control	78 "
"	-08*	Sensitivity to Being Talked About or Criticized	79 "
"	34	Resilience - Recovery from Emotional Upset	80 "
"	59	Self-Confidence and Self-Assurance	81 "
"	25	Sense of Well-Being	82 "

TABLE 56

SIGNIFICANT CORRELATIONS OF SUBSCALE 83 OF TEST 11
POSITIVE, OPTIMISTIC ATTITUDE TOWARD LIFE WITH OTHER SUBSCALES

N	r	TITLE	Subscale	
977	16	Self-Understanding	84	(11)
		No Data		(12)
41	31*	Conficence in Personal Value and Belief System	93	(13)
"	38*	Independence & Positive Self-Regard	98	"
264	46	Conscientiousness and Pride in Work	100	(14)
"	29	Task Application and Diligence	101	"
"	37	Ambition and Desire to Succeed	102	"
"	23	Cooperation and Helpfulness	103	"
		No Data		(15)
26	48	Interpersonal Effectiveness	112	(16)
"	37*	Preference for Competition	117	"
53		No Significant Correlations		(17)

TABLE 57

SIGNIFICANT CORRELATIONS OF SUBSCALE 84 OF TEST 11 SELF-UNDERSTANDING WITH OTHER SUBSCALES

N	r	TITLE	Subscale	
647	10*	Perceived Value of What is Learned in School	7	(01/02)
84	24*	Fairness of Rules and Punishment	12	(03)
84		No Significant Correlations		(04)
36	39*	Motivation to Succeed in School	39	(05)
"	36*	Organization, Perseverance and Competence in School Work	40	"
"	44	Attentiveness, Concentration and Self-Discipline in School Work	44	"
"	32*	Feelings of Acceptance and Involvement	45	"
"	39*	Attitude Toward Studying and Homework	47	"
245	-15*	Teacher Interest in Individual Students	49	(06/07)
61		No Significant Correlations		(08/09)
199		No Significant Correlations		(10)
977	42	Self-Esteem	76	(11)
"	19	Energy Level	77	"
"	37	Emotional Control	78	"
"	-33	Sensitivity to Being Talked About or Criticized	79	"
"	19	Resilience - Recovery from Emotional Upset	80	"
"	33	Self-Confidence and Self-Assurance	81	"
"	64	Sense of Well-Being	82	"
"	16	Positive, Optimistic Attitude Toward Life	83	"
		No Data		(12)
41		No Significant Correlations		(13)
264	21	Conscientiousness and Pride in Work	100	(14)
"	33	Task Application and Diligence	101	"
"	15*	Ambition and Desire to Succeed	102	"
"	19	Cooperation and Helpfulness	103	"
		No Data		(15)
26		No Significant Correlations		(16)
53		No Significant Correlations		(17)
134	40	Acceptance by Others	127	(18)
"	-35	Shyness	129	"
"	17*	Belief and Trust in Man	130	"
"	25	Openness and Authenticity	131	"
"	28	Attitudes Toward Older People	133	"

TABLE 58

SIGNIFICANT CORRELATIONS OF SUBSCALE 85 OF TEST 12 FLEXIBILITY AND ADAPTABILITY WITH OTHER SUBSCALES

N	r	TITLE	Subscale	
138		No Significant Correlations		(01/02)
286	13*	Teacher Fairness and Personal Interest in Students	9	(03)
"	-12*	Teacher Aloofness and Mistreatment of Students	10	"
"	13*	Humanistic Treatment of Students	11	"
"	13*	Student Responsibility	13	"
"	21	Feeling of Acceptance and Belonging	14	"
"	12*	School Spirit	17	"
"	24	Student Relations	20	"
"	18	General School Climate	22	"
280	13*	Need for Improvement in Teacher Relations and Job Satisfaction	34	(04)
254	24	Motivation to Succeed in School	39	(05)
"	24	Organization, Perseverance and Competence in School Work	40	"
"	20	Preference for Working with Other Students	41	"
"	29	Confidence in Ability to do Well in School	43	"
"	16	Preference for Clear Directions	46	"
"	23	Participation in Class Discussions	48	"
		No Data		(06/07)
		No Data		(08/09)
		No Data		(10)
		No Data		(11)
802	07*	Impulsiveness	86	(12)
"	19	Compulsiveness	89	"
"	13	Happiness/Cheerfulness	91	"
385	24	Confidence in Personal Value and Belief System	93	(13)
"	31	Interest in Creative Problem-Solving	95	"
"	32	Aesthetic Sensitivity and Appreciation	96	"
"	18	Self-Confidence as a Learner	97	"
"	51	Independence and Positive Self-Regard	98	"
"	22	Creativity	99	"
92	28	Conscientiousness and Pride in Work	100	(14)
"	36	Task Application and Diligence	101	"
"	45	Ambition and Desire to Succeed	102	"
"	22*	Cooperation and Helpfulness	103	"
		No Data		(15)
		No Data		(16)
		No Data		(17)
		No Data		(18)

TABLE 59

SIGNIFICANT CORRELATIONS OF SUBSCALE 86 OF TEST 12 IMPULSIVENESS WITH OTHER SUBSCALES

N	r	TITLE	Subscale	
138	-25	Perceived Value of What is Learned in School	7	(01/02)
286	-18	Principal's Interest in Students	15	(03)
"	-12*	School Spirit	17	"
"	-13*	Student Relations	20	"
"	-17	General School Climate	22	"
280		No Significant Correlations		(04)
254	-22	Motivation to Succeed in School	39	(05)
"	-47	Attentiveness, Concentration and Self-Discipline in School Work	44	"
"	-30	Feelings of Acceptance and Involvement	45	"
"	19	Preference for Clear Directions	46	"
"	-27	Attitude Toward Studying and Homework	47	"
		No Data		(06/07)
		No Data		(08/09)
		No Data		(10)
		No Data		(11)
802	-12	Willingness to Risk	87	(12)
"	17	Prejudice/Conservatism	88	"
"	12	Compulsiveness	89	"
"	25	Carefree/Recklessness	90	"
"	-23	Happiness/Cheerfulness	91	"
"	31	Submissiveness/Compliance	92	"
385	-31	Confidence in Personal Value and Belief System	93	(13)
"	-29	Verbal and Communication Skills	94	"
"	-10*	Interest in Creative Problem-Solving	95	"
"	-15	Self-Confidence as a Learner	97	"
"	-23	Creativity	99	"
92	-27	Conscientiousness and Pride in Work	100	(14)
"	-41	Task Application and Diligence	101	"
"	-27	Ambition and Desire to Succeed	102	"
		No Data		(15)
		No Data		(16)
		No Data		(17)
		No Data		(18)

TABLE 60

SIGNIFICANT CORRELATIONS OF SUBSCALE 93 OF TEST 13 CONFIDENCE IN PERSONAL VALUE AND BELIEF SYSTEMS WITH OTHER SUBSCALES

N	r	TITLE	Subscale
236	21	General Attitude Toward School	5 (01/02)
"	24	Attitude Toward This Specific School	6 "
"	35	Perceived Value of What is Learned in School	7 "
236	32	Feeling of Acceptance and Belonging	14 (03)
"	17	Principal's Interest in Students	15 "
"	24	Student Relations	20 "
"	17	General School Climate	22 "
229	13*	Need for Improvement in Teacher Relations and Job Satisfaction	34 (04)
177	29	Motivation to Succeed in School	39 (05)
"	27	Organization, Perseverance and Competence in School Work	40 "
"	24	Confidence in Front of the Class	42 "
"	23	Confidence in Ability to do Well in School	43 "
"	50	Attentiveness, Concentration and Self-Discipline in School Work	44
"	22	Feelings of Acceptance and Involvement	45 "
"	28	Attitude Toward Studying and Homework	47 "
"	23	Participation in Class Discussions	48 "
129	18*	Teacher Relationship with the Student	50 (06/07)
27	47	Teacher Temperament	54 (08/09)
"	47	Teacher Goals for Students	57 "
"	-43*	Negative Attitudes toward Grades	58 "
"	51	Opportunities to Work with Other Students	60 "
"	48	Teacher Competence	61 "
"	64	Emphasis on Outside Learning	63 "
56		No Significant Correlations	(10)
41	47	Energy Level	77 (11)
"	52	Emotional Control	78 "
"	-32*	Sensitivity to Being Talked About or Criticized	79 "
"	43	Resilience - Recovery from Emotional Upset	80 "
"	64	Self-Confidence and Self-Assurance	81 "
"	44	Sense of Well-Being	82 "
"	31*	Positive Optimistic Attitude Toward Life	83 "
385	24	Flexibility and Adaptability	85 (12)
"	-31	Impulsiveness	86 "
"	22	Willingness to Risk	87 "

TABLE 60

SIGNIFICANT CORRELATIONS OF SUBSCALE 93 OF TEST 13 CONFIDENCE IN PERSONAL VALUE AND BELIEF SYSTEMS WITH OTHER SUBSCALES

N	r	TITLE	Subscale	
385	-24	Prejudice/Conservatism	88	(12)
"	-11	Compulsiveness	89	"
"	-24	Carefree/Recklessness	90	"
"	36	Happiness/Cheerfulness	91	"
"	41	Submissiveness/Compliance	92	"
808	43	Verbal and Communication Skills	94	(13)
"	29	Interest in Creative Problem-Solving	95	"
"	21	Aesthetic Sensitivity and Appreciation	96	"
"	28	Self-Confidence as a Learner	97	"
"	39	Independence and Positive Self-Regard	98	"
"	42	Creativity	99	"
79	26*	Conscientiousness and Pride in Work	100	(14)
"	41	Task Application and Diligence	101	"
"	39	Ambition and Desire to Succeed	102	"
"	25*	Cooperation and Helpfulness	103	"
		No Data		(15)
		No Data		(16)
24	40*	Concern for Other's Feelings	118	(17)
"	-39*	Self-Depreciation	120	"
"	57	Consideration for Others	122	"
"	-40	Prejudice and Lack of Tolerance	124	"

TABLE 61

SIGNIFICANT CORRELATIONS OF SUBSCALE 95 OF TEST 13 INTEREST IN CREATIVE PROBLEM SOLVING WITH OTHER SUBSCALES

N	r	TITLE	Subscale
236	23	Perceived Value of What is Learned in School	7 (01/02)
236	-17	Need for Discipline and Control in School	16 (03)
"	15*	Student Relations	20 "
229	-15*	Need for Improvement in Student Responsibility	28 (04)
"	-15*	Need for Improvement in Feeling of Acceptance and Belonging	29 "
"	-13*	Need for Discipline and Control in School	31 "
177	20	Motivation to Succeed in School	39 (05)
"	15*	Confidence in Ability to do Well in School	43 "
"	21	Attitude Toward Studying and Homework	47 "
"	17*	Participation in Class Discussions	48 "
129		No Significant Correlations	(06/07)
27	-37	Teacher Dominance and Control	56 (08/09)
"	48	Teacher Goals for Students	57 "
"	41*	Opportunities to Work with Other Students	60 "
"	62	Teacher Competence	61 "
"	41*	Student Freedom and Responsibility	62 "
"	42*	Emphasis on Outside Learning	63 "
"	38*	Teacher Understanding, Patience and Interest	64 "
56		No Significant Correlations	(10)
41		No Significant Correlations	(11)
385	31	Flexibility and Adaptability	85 (12)
"	-10*	Impulsiveness	86 "
"	20	Willingness to Risk	87 "
"	-16	Prejudice/Conservatism	88 "
"	-12*	Carefree/Recklessness	90 "
"	16	Happiness/Cheerfulness	91 "
"	-12*	Submissiveness/Compliance	92 "
808	29	Confidence in Personal Value and Belief System	93 (13)
"	10	Verbal and Communication Skills	94 "
"	25	Aesthetic Sensitivity and Appreciation	96 "
"	14	Self-Confidence as a Learner	97 "
"	35	Independence and Positive Self-Regard	98 "
"	22	Creativity	99 "
79	33	Task Application and Diligence	101 (14)
"	23*	Ambition and Desire to Succeed	102 "

TABLE 61

SIGNIFICANT CORRELATIONS OF SUBSCALE 95 OF TEST 13 INTEREST IN CREATIVE PROBLEM SOLVING WITH OTHER SUBSCALES

N	r	TITLE	Subscale
		No Data	(15)
		No Data	(16)
24		No Significant Correlations	(17)
		No Data	(18)

TABLE 62

SIGNIFICANT CORRELATIONS OF SUBSCALE 96 OF TEST 13 AESTHETIC SENSITIVITY AND APPRECIATION WITH OTHER SUBSCALES

N	r	TITLE	Subscale
236	26	General Attitude Toward School	5 (01/02)
"	25	Perceived Value of What is Learned in School	7 "
236	19	Humanistic Treatment of Students	11 (03)
"	20	Fairness of Rules and Punishment	12 "
"	18	Feeling of Acceptance and Belonging	14 "
"	23	Principal's Interest in Students	15 "
"	15*	Student Relations	20 "
"	22	General School Climate	22 "
229		No Significant Correlations	(04)
177	19	Motivation to Succeed in School	39 (05)
"	24	Organization, Perseverance and Competence in School Work	40 "
"	23	Preference for Working with other Students	41 "
"	22	Confidence in Fron of Class	42 "
"	19	Confidence in Ability to do Well in School	43 "
"	21	Attentiveness, Concentration and Self-Discipline in School Work	44 "
"	24	Attitude Toward Studying and Homework	47 "
"	17*	Participation in Class Discussions	48 "
129	23	Attitudes Toward Grades in School	52 (06/07)
27	40*	Teacher Temperament	54 (08/09)
"	54	Teacher Fairness	55 "
"	-49	Teacher Dominance and Control	56 "
"	39*	Teacher Goals for Students	57 "
"	48	Opportunities to Work with Other Students	60 "
"	47	Teacher Competence	61 "
"	38*	Emphasis on Outside Learning	63 "
"	41*	Teacher Understanding, Patience and Interest	64 "
56		No Significant Correlations	(10)
41		No Significant Correlations	(11)
385	32	Flexibility and Adaptability	85 (12)
"	-15	Carefree/Recklessness	90 "
"	10*	Happiness/Cheerfulness	91 "
808	21	Confidence in Personal Value and Belief System	93 (13)
"	07*	Verbal and Communication Skills	94 "
"	25	Interest in Creative Problem -Solving	95 "

TABLE 62

SIGNIFICANT CORRELATIONS OF SUBSCALE 96 OF TEST 13 AESTHETIC SENSITIVITY AND APPRECIATION WITH OTHER SUBSCALES

N	r	TITLE	Subscale	
808	24	Self-Confidence as a Learner	97	(13)
"	67	Independence and Positive Self-Regard	98	"
"	32	Creativity	99	"
79	45	Conscientiousness and Pride in Work	100	(14)
"	28*	Ambition and Desire to Succeed	102	"
"	37	Cooperation and Helpfulness	103	"
		No Data		(15)
		No Data		(16)
24		No Significant Correlations		(17)
		No Data		(18)

TABLE 63

SIGNIFICANT CORRELATIONS OF SUBSCALE 97 OF TEST 13 SELF-CONFIDENCE AS A LEARNER WITH OTHER SUBSCALES

N	r	TITLE	Subscale	
236		No Significant Correlations		(01/02)
236	15*	Humanistic Treatment of Students	11	(03)
"	14*	Feeling of Acceptance	14	"
229		No Significant Correlations		(04)
177	34	Motivation to Succeed in School	39	(05)
"	29	Organization, Perseverance and Competence in School Work	40	"
"	31	Confidence in Ability to do Well in School	43	"
"	30	Attentiveness, Concentration and Self-Discipline in School Work	44	"
"	17*	Feelings of Acceptance and Involvement	45	"
"	15*	Attitude Toward Studying and Homework	47	"
129	25	Attitudes Toward Grades in School	52	(06/07)
27	-57	Teacher Dominance and Control	56	(08/09)
"	39*	Teacher Goals for Students	57	"
"	46*	Opportunities to Work with Other Students	60	"
"	48	Teacher Competence	61	"
56		No Significant Correlations		(10)
41	35*	Self-Esteem	76	(11)
"	41	Resilience - Recovery from Emotional Upset	80	"
"	36*	Self-Confidence and Self-Assurance	81	"
385	18	Flexibility and Adaptability	85	(12)
"	-15	Impulsiveness	86	"
"	-10*	Prejudice/Conservatism	88	"
"	-10	Carefree/Recklessness	90	"
"	23	Happiness/Cheerfulness	91	"
"	-10	Submissiveness/Compliance	92	"
808	28	Confidence in Personal Value and Belief System	93	(13)
"	21	Verbal and Communication Skills	94	"
"	14	Interest in Creative Problem-Solving	95	"
"	24	Aesthetic Sensitivity and Appreciation	96	"
"	46	Independence and Positive Self-Regard	98	"
"	40	Creativity	99	"
79	42	Conscientiousness and Pride in Work	100	(14)
"	34	Ambition and Desire to Succeed	102	"
"	33	Cooperation and Helpfulness	103	"

TABLE 63

SIGNIFICANT CORRELATIONS OF SUBSCALE 97 OF TEST 13 SELF-CONFIDENCE AS A LEARNER WITH OTHER SUBSCALES

N	r	TITLE	Subscale
		No Data	(15)
		No Data	(16)
24		No Significant Correlations	(17)
		No Data	(18)

TABLE 64

SIGNIFICANT CORRELATIONS OF SUBSCALE 98 OF TEST 13 INDEPENDENCE AND POSITIVE SELF-REGARD WITH OTHER SUBSCALES

N	r	TITLE	Subscale
236	26	General Attitude Toward School	5 (01/02)
"	16*	Attitude Toward This Specific School	6 "
"	25	Perceived Value of What is Learned in School	7 "
236	18	Teacher Fairness and Personal Interest in Students	9 (03)
"	14*	Humanistic Treatment of Students	11 "
"	21	Feeling of Acceptance and Belonging	14 "
"	19	Student Relations	20 "
"	23	General School Climate	22 "
229	15*	Need for Improvement in School Spirit	32 (04)
177	40	Motivation to Succeed in School	39 (05)
"	42	Organization, Perseverance and Competence in School Work	40 "
"	22	Preference for Working with Other Students	41 "
"	23	Confidence in Front of the Class	42 "
"	35	Confidence in Ability to do Well in School	43 "
"	28	Attentiveness, Concentration, and Self-Discipline	44 "
"	36	Attitude Toward Studying and Homework	47 "
"	25	Participation in Class Discussions	48 "
129	25	Attitudes Toward Grades in School	52 (06/07)
27	44*	Teacher Goals for Students	57 (08/09)
"	37*	Attitudes Toward Competition	59 "
"	56	Opportunities to Work with Other Students	60 "
"	75	Teacher Competence	61 "
"	42*	Student Freedom and Responsibility	62 "
"	53	Teacher Understanding, Patience and Interest	64 "
56		No Significant Correlations	(10)
41	36*	Self-Esteem	76 (11)
"	33*	Resilience - Recovery from Emotional Upset	80 "
"	42	Self-Confidence and Self-Assurance	81 "
"	38*	Positive, Optimistic Attitude Toward Life	83 "
385	51	Flexibility and Adaptability	85 (12)
"	13	Compulsiveness	89 "
"	24	Happiness/Cheerfulness	91 "

TABLE 64

SIGNIFICANT CORRELATIONS OF SUBSCALE 98 OF TEST 13 INDEPENDENCE AND POSITIVE SELF-REGARD WITH OTHER SUBSCALES

N	r	TITLE	Subscale	
808	39	Confidence in Personal Value and Belief System	93	(13)
"	10	Verbal and Communication Skills	94	"
"	35	Interest in Creative Problem-Solving	95	"
"	67	Aesthetic Sensitivity and Appreciation	96	"
"	46	Self-Confidence as a Learner	97	"
"	55	Creativity	99	"
79	61	Conscientiousness and Pride in Work	100	(14)
"	46	Ambition and Desire to Succeed	102	"
"	39	Cooperation and Helpfulness	103	"
		No Data		(15)
		No Data		(16)
24		No Significant Correlations		(17)
		No Data		(18)

TABLE 65

SIGNIFICANT CORRELATIONS OF SUBSCALE 99 OF TEST 13
CREATIVITY WITH OTHER SUBSCALES

N	r	TITLE	Subscale
236	22	General Attitude Toward School	5 (01/02)
"	22	Attitude Toward This Specific School	6 "
"	21	Perceived Value of What is Learned in School	7 "
236	21	Teacher Fairness and Personal Interest in Students	9 (03)
"	20	Humanistic Treatment of Students	11 "
"	25	Feeling of Acceptance and Belonging	14 "
"	18	Principal's Interest in Students	15 "
"	18	Student Relations	20 "
"	21	General School Climate	22 "
"	14*	Treatment of Students as Trusted, Responsible Persons	23 "
229		No Significant Correlations	(04)
177	24	Motivation to Succeed in School	39 (05)
"	31	Organization, Perseverance and Competence in School Work	40 "
"	24	Confidence in Ability to do Well in School	43 "
"	15*	Attentiveness, Concentration, and Self-Discipline in School Work	44 "
129		No Significant Correlations	(06/07)
27	-54	Teacher Dominance and Control	56 (08/09)
"	51	Opportunities to Work with Other Students	60 "
"	70	Teacher Competence	61 "
"	50	Emphasis on Outside Learning	63 "
"	38*	Teacher Understanding, Patience and Interest	64 "
56		No Significant Correlations	(10)
41	45	Self-Esteem	76 (11)
"	32*	Energy Level	77 "
"	64	Emotional Control	78 "
"	55	Self-Confidence and Self-Assurance	81 "
"	31*	Sense of Well-Being	82 "
385	22	Flexibility and Adaptability	85 (12)
"	-23	Impulsiveness	86 "
"	-11*	Prejudice/Conservatism	88 "
"	-22	Carefree/Recklessness	90 "
"	37	Happiness/Cheerfulness	91 "
"	-20	Submissiveness/Compliance	92 "
808	42	Confidence in Personal Value and Belief System	93 (13)
"	24	Verbal and Communication Skills	94 "
"	22	Interest in Creative Problem-Solving	95 "
"	32	Aesthetic Sensitivity and Appreciation	96 "

TABLE 65

SIGNIFICANT CORRELATIONS OF SUBSCALE 99 OF TEST 13 CREATIVITY WITH OTHER SUBSCALES

N	r	TITLE	Subscale	
808	40	Self-Confidence as a Learner	97	"
"	55	Independence and Positive Self-Regard	98	"
79	51	Conscientiousness and Pride in Work	100	(14)
"	44	Ambition and Desire to Succeed	102	"
"	37	Cooperation and Helpfulness	103	"
		No Data		(15)
		No Data		(16)
24	-39	Self-Depreciation	120	(17)
		No Data		(18)

TABLE 66

SIGNIFICANT CORRELATIONS OF SUBSCALE 100 OF TEST 14 CONSCIENTIOUSNESS AND PRIDE IN WORK WITH OTHER SUBSCALES

N	r	TITLE	Subscale
92	28	Flexibility and Adaptability	85 (12)
"	-27	Impulsiveness	86 "
"	-27	Submissiveness/Compliance	92 "
79	26*	Confidence in Personal Value and Belief System	93 (13)
"	45	Aesthetic Sensitivity and Appreciation	96 "
"	42	Self-Confidence as a Learner	97 "
"	61	Independence and Positive Self-Regard	98 "
"	51	Creativity	99 "
1245	37	Task Application and Diligence	101 (14)
"	55	Ambition and Desire to Succeed	102 "
"	38	Cooperation and Helpfulness	103 "
315	37	Self-Assertiveness	105 (15)
"	37	Compliance and Conformity	107 "
"	41	Independence and Self-Sufficiency	108 "
"	24	Ambition and Self-Determination	110 "
"	55	Traditional Social Values	111 "
51	60	Interpersonal Effectiveness	112 (16)
		No Data	(17)
		No Data	(18)

TABLE 67

SIGNIFICANT CORRELATIONS OF SUBSCALE 101 OF TEST 14
TASK APPLICATION AND DILIGENCE WITH OTHER SUBSCALES

N	r	TITLE	Subscale
561	40	General Attitude Toward School	5 (01/02)
"	22	Attitude Toward This Specific School	6 "
"	40	Perceived Value of What is Learned in School	7 "
388	18	Teacher Fairness and Personal Interest in Students	9 (03)
"	-22	Teacher Aloofness and Mistreatment of Students	10 "
"	29	Humanistic Treatment of Students	11 "
"	25	Fairness of Rules and Punishment	12 "
"	30	Feeling of Acceptance and Belonging	14 "
"	14	Principal's Interest in Students	15 "
"	16	School Spirit	17 "
"	12*	Teacher Relations and Job Satisfaction	19 "
"	29	Student Relations	20 "
"	28	General School Climate	22 "
"	20	Treatment of Students as Trusted Responsible Persons	23 "
		No Data	(04)
205	55	Motivation to Succeed in School	39 (05)
"	53	Organization Perseverance and Competence in School Work	40 "
"	37	Confidence in Front of the Class	42 "
"	45	Confidence in Ability to do Well in School	43 "
"	60	Attentiveness Concentration and Self-Discipline	44 "
"	31	Feelings of Acceptance and Involvement	45 "
"	48	Attitude Toward Studying and Homework	47 "
"	26	Participation in Class Discussions	48 "
133	21*	Teacher Relationship with the Student	50 (06/07)
		No Data	(08/09)
230	-13*	Advocate Curriculum Based on Student's Needs and Interests	67 (10)
"	19	Value Student Initiative and Independence	68 "
"	-14*	Advocate Curriculum Based on Learning to Solve Real-Life Problems	69 "
"	17	Competitiveness and Desire to Succeed	70 "
"	16*	Agreement with Traditional Classroom Values	71 "
264	33	Self Esteem	76 (11)
"	31	Energy Level	77 "
"	36	Emotional Control	78 "
"	-36	Sensitivity to Being Talked About or Criticized	79 "
"	30	Resilience-Recovery from Emotional Upset	80 "
"	50	Self-Confidence and Self-Assurance	81 "
"	54	Sense of Well-Being	82 "
"	29	Positive Optimistic Attitude Toward Life	83 "
"	33	Self Understanding	84 "

TABLE 67

SIGNIFICANT CORRELATIONS OF SUBSCALE 101 OF TEST 14
TASK APPLICATION AND DILIGENCE WITH OTHER SUBSCALES

N	r	TITLE	Subscale
92	36	Flexibility and Adaptability	85 (12)
"	-41	Impulsiveness	86 "
"	25*	Willingness to Risk	87 "
"	-26	Prejudice/Conservatism	88 "
"	22*	Happiness/Cheerfulness	91 "
"	-35	Submissiveness/Compliance	92 "
79	41	Confidence in Personal Value and Belief System	93 (13)
"	33	Interest in Creative Problem-Solving	95 "
1245	37	Conscientiousness and Pride in Work	100 (14)
"	50	Ambition and Desire to Succeed	102 "
"	25	Cooperation and Helpfulness	103 "
315	27	Self-Assertiveness	105 (15)
"	49	Internal vs. External Locus of Control and Evaluation	106 "
"	27	Independence and Self-Sufficiency	108 "
"	-31	Self-Depreciation and Self-Punishment	109 "
"	13*	Ambition and Self-Determination	110 "
"	29	Traditional Social Values	111 "
51	-32*	Orientation Toward Direction and Control of Others	114 (16)
"	-37	Sensitivity to Others' Reactions	115 "
		No Data	(17)
		No Data	(18)

TABLE 68

SIGNIFICANT CORRELATIONS OF SUBSCALE 102 OF TEST 14 AMBITION AND DESIRE TO SUCCEED WITH OTHER SUBSCALES

N	r	TITLE	Subscale
561	39	General Attitude Toward School	5 (01/02)
"	29	Attitude Toward This Specific School	6 "
"	43	Perceived Value of What is Learned in School	7 "
388	28	Teacher Fairness and Personal Interest in Students	9 (03)
"	-18	Teacher Aloofness and Mistreatment of Students	10 "
"	27	Humanistic Treatment of Students	11 "
"	23	Fairness of Rules and Punishment	12 "
"	10*	Student Responsibility	13 "
"	25	Feeling of Acceptance and Belonging	14 "
"	22	Principal's Interest in Students	15 "
"	10*	Need for Discipline and Control in School	16 "
"	21	Teacher Relations and Job Satisfaction	19 "
"	19	Student Relations	20 "
"	33	General School Climate	22 "
"	24	Treatment of Students as Trusted Responsible Persons	23 "
		No Data	(04)
205	42	Motivation to Succeed in School	39 (05)
"	37	Organization Perseverance and Competence in School Work	40 "
"	14*	Confidence in Front of the Class	42 "
"	46	Confidence in Ability to do Well in School	43 "
"	25	Attentiveness Concentration and Self-Discipline in School Work	44 "
"	19	Feelings of Acceptance and Involvement	45 "
"	28	Attitude Toward Studying and Homework	47 "
"	22	Participation in Class Discussions	48 "
133	26	Teacher Relationship with the Student	50 (06/07)
"	21*	Attitudes Toward Grades in School	52 "
"	23	Orientation Toward Cooperation vs. Competition in School	53 "
230	24	Advocate Student Responsibility Regarding School Rules	65 (10)
"	17	Need for Student Discipline and Control	66 "
"	36	Value Student Initiative and Independence	68 "
"	31	Competitiveness and Desire to Succeed	70 "
"	35	Agreement with Traditional Classroom Values	71 "
"	26	Curriculum should be Based on Society's Needs and Problems	74 "
"	16*	Value Learning to Work Together	75 "
264	25	Self Esteem	76 (11)
"	24	Energy Level	77 "
"	19	Emotional Control	78 "
"	79	Sensitivity to Being Talked About or Criticized	79 "
"	29	Resilience - Recovery from Emotional Upset	80 "
"	47	Self-Confidence and Self-Assurance	81 "

TABLE 68

SIGNIFICANT CORRELATIONS OF SUBSCALE 102 OF TEST 14 AMBITION AND DESIRE TO SUCCEED WITH OTHER SUBSCALES

N	r	TITLE	Subscale
264	30	Sense of Well-Being	82 (11)
"	37	Positive, Optimistic Attitude Toward Life	83 "
"	15*	Self Understanding	84 "
92	45	Flexibility and Adaptability	85 (12)
"	-27	Impulsiveness	86 "
"	-33	Submissiveness/Compliance	92 "
79	39	Confidence in Personal Value and Belief System	93 (13)
"	23*	Interest in Creative Problem-Solving	95 "
"	27	Aesthetic Sensitivity and Appreciation	96 "
"	34	Self-Confidence as a Learner	97 "
"	46	Independence and Positive Self-Regard	98 "
"	44	Creativity	99 "
1245	55	Conscientiousness and Pride in Work	100 (14)
"	50	Task Application and Diligence	101 "
"	23	Cooperation and Helpfulness	103 "
315	34	Self-Assertiveness	105 (15)
"	20	Internal vs. External Locus of Control and Evaluation	106 "
"	31	Compliance and Conformity	107 "
"	40	Independence and Self-Sufficiency	108 "
"	28	Ambition and Self-Determination	110 "
"	52	Traditional Social Values	111 "
51	40	Interpersonal Effectiveness	112 (16)
		No Data	(17)
		No Data	(18)

TABLE 69

SIGNIFICANT CORRELATIONS OF SUBSCALE 105 OF TEST 15 SELF-ASSERTIVENESS WITH OTHER SUBSCALES

N	r	TITLE	Subscale
161		No significant correlations	(01/02)
178	15*	Teacher Fairness and Personal Interest in Students	9 (03)
"	20	Feeling of Acceptance & Belonging	14 "
"	15*	Student Relations	20 "
172		No significant correlations	(04)
40	36*	Confidence in Front of the Class	42 (05)
"	35*	Confidence in Ability To Do Well in School	43 "
115	19*	Teacher Interest In Individual Students	49 (06/07)
		No Data	(08/09)
88	23*	Advocate Student Responsibility Regarding School Rules	65 (10)
"	21*	Value Student Initiative and Independence	68 "
		No Data	(11)
		No Data	(12)
		No Data	(13)
315	37	Conscientiousness and Pride in Work	100 (14)
"	27	Task Application and Diligence	101 "
"	34	Ambition and Desire to Succeed	102 "
"	18	Cooperation and Helpfulness	103 "
955	08*	Internal vs. External Locus of Control and Evaluation	106 (15)
"	11	Compliance and Conformity	107 "
"	45	Independence and Self-Sufficiency	108 "
"	20	Ambition and Self-Determination	110 "
"	44	Traditional Social Values	111 "
90	38	Negative and Dysfunctional Social Responsiveness	113 (16)
90	29	Orientation Toward Direction and Control of Others	114 "
90	24*	Preference For Competition	117 "

TABLE 69

SIGNIFICANT CORRELATIONS OF SUBSCALE 105 OF TEST 15 SELF-ASSERTIVENESS WITH OTHER SUBSCALES - Cont.

N	r	TITLE	Subscale
52		No significant correlations	(17)
34	40*	Acceptance by Others	127 (18)
34	-38*	Shyness	129 "

TABLE 70

SIGNIFICANT CORRELATIONS OF SUBSCALE 106 OF TEST 15 INTERNAL VERSUS EXTERNAL LOCUS OF CONTROL WITH OTHER SUBSCALES

N	r	TITLE	Subscale
161		No significant correlations	(01/02)
178	-15*	Teacher Aloofness and Mistreatment of Students	10 (03)
"	18	Humanistic Treatment of Students	11 "
"	27	Feeling of Acceptance & Belonging	14 "
"	-21	Need for Discipline and Control in School	16 "
"	18	School Spirit	17 "
"	32	Student Relations	20 "
"	21	General School Climate	22 "
172		No significant correlations	(04)
40	35*	Confidence in Front of the Class	42 (05)
40	33*	Confidence in Ability To Do Well in School	43 "
40	47	Attentiveness, Concentration, & Self-Discipline in School Work	44 "
40	42	Feelings of Acceptance and Involvement	45 "
40	-41	Preference for Clear Directions	46 "
115	34	Teacher Relationship With The Students	50 (06/07)
		No Data	(08/09)
88		No significant correlations	(10)
		No Data	(11)
		No Data	(12)
		No Data	(13)
315	49	Task Application and Diligence	101 (14)
"	20	Ambition and Desire to Succeed	102 "
955	08*	Self-Assertiveness	105 (15)
"	-20	Compliance and Conformity	107 "
"	09	Independence and Self-Sufficiency	108 "
"	-56	Self-Depreciation and Self-Punishment	109 "

TABLE 70

SIGNIFICANT CORRELATIONS OF SUBSCALE 106 OF TEST 15 INTERNAL VERSUS EXTERNAL LOCUS OF CONTROL WITH OTHER SUBSCALES - Cont.

N	r	TITLE	Subscale
90	23*	Interpersonal Effectiveness	112 (16)
90	-59	Negative and Dysfunctional Social Responsiveness	113 "
90	-31	Orientation Toward Direction and Control of Others	114 "
90	-45	Sensitivity To Others' Reactions	115 "
52	38	Concern For Others' Feelings	118 (17)
52	-54	Demanding in Relationships With Others	121 "
52	-38	Prejudice and Lack of Tolerance	124 "
52	-37	Superiority and Lack of Tolerance	126 "

TABLE 71

SIGNIFICANT CORRELATIONS OF SUBSCALE 107 OF TEST 15 COMPLIANCE AND CONFORMITY WITH OTHER SUBSCALES

N	r	TITLE	Subscale
161	47	General Attitude Toward School	5 (01/02)
"	23	Attitude Toward This Specific School	6 "
"	31	Perceived Value of What is Learned in School	7 "
178	38	Teacher Fairness and Personal Interest in Students	9 (03)
"	-19	Teacher Aloofness and Mistreatment of Students	10 "
"	30	Humanistic Treatment of Students	11 "
"	21	Fairness of Rules and Punishment	12 "
"	33	Principal's Interest In Students	15 "
"	36	Need for Discipline and Control in School	16 "
"	21	Teacher Relations and Job Satisfaction	19 "
"	34	General School Climate	22 "
"	37	Treatment of Students as Trusted, Responsible Persons	23 "
172	-17*	Need for Improvement in Teacher Fairness and Personal Interest in Students	24 (04)
"	-21	Need for Improvement in Humanistic Treatment of Students	26 "
"	-16*	Need for Improvement in Fairness of Rules and Punishment	27 "
"	-18*	Need for Improvement in Principal's Interest In Students	30 "
"	-18*	Need for Improvement in Treatment of Students as Trusted, Responsible Persons	38 "
40	35*	Organization, Perseverance and Competence in School Work	40 (05)
115	29	Attitudes Toward Grades in School	52 (06/07)
		No Data	(08/09)
88	37	Advocate Student Responsibility Regarding School Rules	65 (10)
88	26*	Value Student Initiative and Independence	68 "
88	51	Agreement with Traditional Classroom Values	71 "
88	24*	Advocate Curriculum Based On Society's Needs and Problems	74 "
		No Data	(11)
		No Data	(12)
		No Data	(13)

TABLE 71

SIGNIFICANT CORRELATIONS OF SUBSCALE 107 OF TEST 15 COMPLIANCE AND CONFORMITY WITH OTHER SUBSCALES - Cont.

N	r	TITLE	Subscale
315	37	Conscientiousness and Pride in Work	100 (14)
"	31	Ambition and Desire to Succeed	102 "
"	28	Cooperation and Helpfulness	103 "
955	11	Self-Assertiveness	105 (15)
"	-20	Internal vs. External Locus of Control	106 "
"	16	Independence and Self-Sufficiency	108 "
"	21	Self-Depreciation and Self-Punishment	109 "
"	14	Ambition and Self-Determination	110 "
"	57	Traditional Social Values	111 "
90	48	Interpersonal Effectiveness	112 (16)
90	28	Sensitivity To Others' Reactions	115 "
90	30	Preference For Competition	117 "
52		No significant correlations	(17)
34		No significant correlations	(18)

TABLE 72

SIGNIFICANT CORRELATIONS OF SUBSCALE 108 OF TEST 15 INDEPENDENCE AND SELF-SUFFICIENCY WITH OTHER SUBSCALES

N	r	TITLE	Subscale
161		No significant correlations	(01/02)
178	22	Feeling of Acceptance & Belonging	14 (03)
172		No significant correlations	(04)
40	31*	Motivation to Succeed in School	39 (05)
40	41	Confidence in Ability To Do Well in School	43 "
40	35*	Feelings of Acceptance and Involvement	45 "
115	24		49 (06/07)
		No Data	(08/09)
88	22*	Value Student Initiative and Independence	68 (10)
		No Data	(11)
		No Data	(12)
		No Data	(13)
315	41	Conscientiousness and Pride in Sork	100 (14)
"	27	Task Application and Diligence	101 "
"	40	Ambition and Desire to Succeed	102 "
955	45	Self-Assertiveness	105 (15)
"	09	Internal vs. External Locus of Control and Evaluation	106 "
"	16	Compliance and Conformity	107 "
"	27	Ambition and Self-Determination	110 "
"	66	Traditional Social Values	111 "
90	23*	Interpersonal Effectiveness	112 (16)
90	26*	Negative and Dysfunctional Social Responsiveness	113 "
90	26*	Sensitivity To Others' Reactions	115 "

TABLE 72

SIGNIFICANT CORRELATIONS OF SUBSCALE 108 OF TEST 15 INDEPENDENCE AND SELF-SUFFICIENCY WITH OTHER SUBSCALES - Cont.

N	r	TITLE	Subscale
52	41	Feelings of Superiority	119 (17)
52	48	Self-Depreciation	120 "
52	36	Self-Centeredness	123 "
34	-40	Belief and Trust in Man	130 (18)

TABLE 73

SIGNIFICANT CORRELATIONS OF SUBSCALE 109 OF TEST 15 SELF-DEPRECIATION AND SELF-PUNISHMENT WITH OTHER SUBSCALES

N	r	TITLE	Subscale
161		No significant correlations	(01/02)
178	17*	Teacher Aloofness and Mistreatment of Students	10 (03)
"	-21	Humanistic Treatment of Students	11 "
"	-20	Fairness of Rules and Punishment	12 "
"	-35	Feeling of Acceptance & Belonging	14 "
"	-25	School Spirit	17 "
"	-15*	Student Participation in Decision-Making	18 "
"	-32	Student Relations	20 "
"	-26	General School Climate	22 "
"	-20	Treatment of Students as Trusted, Responsible Persons	23 "
172	21	Need for Change Regarding Teacher Aloofness and Mistreatment of Students	25 (04)
"	17*	Need for Improvement in Humanistic Treatment of Students	26 "
"	16*	Need for Change in Conditions Affecting Feeling of Acceptance & Belonging	29 "
"	21	Need for Change in Emphasis on School Activities	36 "
"	17*	Need for Improvement in General School Climate	37 "
"	15*	Need for Improvement in Treatment of Students as Trusted, Responsible Persons	38 "
40	-42	Attentiveness, Concentration, & Self-Discipline in School Work	44 (05)
40	42	Preference for Clear Directions	46 "
115		No significant correlations	(06/07)
		No Data	(08/09)
88	26*	Advocate Student Responsibility Regarding School Rules	65 (10)
88	25*	Need for Student Discipline and Control	66 "
88	32	Agreement with Traditional Classroom Values	71 "
88	36	Advocate Curriculum Based on Society's Needs and Problems	74 "
88	32	Value Learning to Work Together	75 "
		No Data	(11)
		No Data	(12)
		No Data	(13)

TABLE 73

SIGNIFICANT CORRELATIONS OF SUBSCALE 109 OF TEST 15
SELF-DEPRECIATION AND SELF-PUNISHMENT WITH OTHER SUBSCALES - Cont.

N	r	TITLE	Subscale
315	-31	Task Application and Diligence	101 (14)
955	-56	Internal vs. External Locus of Control and Evaluation	106 (15)
"	21	Compliance and Conformity	107 "
"	15	Ambition and Self-Determination	110 "
"	18	Traditional Social Values	111 "
90	52	Negative and Dysfunctional Social Responsiveness	113 (16)
90	27	Orientation Toward Direction and Control of Others	114 "
90	46	Sensitivity To Others' Reactions	115 "
52	-39	Concern for Others' Feelings	118 (17)
52	33*	Self-Depreciation	120 "
52	42	Demanding in Relationships with Others	121 "
52	46	Prejudice and Lack of Tolerance	124 "
52	41	Superiority and Lack of Tolerance	126 "
34		No significant correlations	(18)

TABLE 74

SIGNIFICANT CORRELATIONS OF SUBSCALE 111 OF TEST 15 TRADITIONAL SOCIAL VALUES WITH OTHER SUBSCALES

N	r	TITLE	Subscale
161	34	General Attitude Toward School	5 (01/02)
"	24	Attitude Toward This Specific School	6 "
"	29	Perceived Value of What is Learned in School	7 "
178	28	Teacher Fairness and Personal Interest in Students	9 (03)
"	20	Humanistic Treatment of Students	11 "
"	25	Feeling of Acceptance & Belonging	14 "
"	26	Principal's Interest In Students	15 "
"	16*	Need for Discipline and Control in School	16 "
"	25	Teacher Relations and Job Satisfaction	19 "
"	23	General School Climate	22 "
"	22	Treatment of Students as Trusted, Responsible Persons	23 "
172	18*	Need for Change Regarding Student Responsibility	28 (04)
40	34*	Motivation to Succeed In School	39 (05)
40	41	Organization, Perseverance and Competence in School Work	40 "
40	30*	Confidence in Ability To Do Well in School	43 "
40	37*	Preference for Clear Directions	46 "
115	29	Teacher Interest In Individual Students	49 (06/07)
"	19*	Attitudes Toward Grades in School	52 "
		No Data	(08/09)
88	45	Advocate Student Responsibility Regarding School Rules	65 (10)
88	44	Value Student Initiative and Independence	68 "
88	45	Agreement with Traditional Classroom Values	71 "
88	33	Advocate Curriculum Based on Society's Needs and Problems	74 "
88	28	Value Learning to Work Together	75 "
		No Data	(11)
		No Data	(12)
		No Data	(13)

TABLE 74

SIGNIFICANT CORRELATIONS OF SUBSCALE 111 OF TEST 15
TRADITIONAL SOCIAL VALUES WITH OTHER SUBSCALES - Cont.

N	r	TITLE	Subscale
315	55	Conscientiousness and Pride in Work	100 (14)
"	29	Task Application and Diligence	101 "
"	52	Ambition and Desire to Succeed	102 "
"	16	Cooperation and Helpfulness	103 "
955	44	Self-Assertiveness	105 (15)
"	57	Compliance and Conformity	107 "
"	66	Independence and Self-Sufficiency	108 "
"	18	Self-Depreciation and Self-Punishment	109 "
"	54	Ambition and Self-Determination	110 "
90	50	Interpersonal Effectiveness	112 (16)
90	28	Sensitivity To Others' Reactions	115 "
90	47	Preference For Competition	117 "
52	31*	Consideration for Others	122 (17)
52	40	Self-Centeredness	123 "
34	36*	Social Responsibility	132 (18)

TABLE 75

SIGNIFICANT CORRELATIONS OF SUBSCALE 112 OF TEST 16
INTERPERSONAL EFFECTIVENESS WITH OTHER SUBSCALES

N	r	TITLE	Subscale
174	32	General Attitude Toward School	5 (01/02)
"	39	Attitude Toward This Specific School	6 "
"	19*	Perceived Value of What is Learned in School	7 "
		No Data	(03)
		No Data	(04)
125	35	Motivation to Succeed in School	39 (05)
"	44	Organization, Perseverance and Competence in School Work	40 "
"	26	Preference for Working With Other Students	41 "
"	25	Confidence in Front of the Class	42 "
"	47	Confidence in Ability To Do Well in School	43 "
"	26	Attentiveness, Concentration, & Self-Discipline in School Work	44 "
"	23	Feelings of Acceptance and Involvement	45 "
"	22*	Preference for Clear Directions	46 "
"	18*	Attitude Toward Studying and Homework	47 "
18	45*	Orientation Toward Cooperation versus Competition in School	53 (06/07)
183	20	Teacher Goals for Students	57 (08/09)
"	-15*	Negative Attitudes Toward Grades	58 "
"	23	Opportunities to Work With Other Students	60 "
"	19	Teacher Competence	61 "
"	22	Teacher Understanding, Patience, & Interest	64 "
23	57	Advocate Student Responsibility Regarding School Rules	65 (10)
23	63	Value Learning to Work Together	75 "
26	40*	Energy Level	77 (11)
26	50	Emotional Control	78 "
26	39*	Self-Confidence and Self-Assurance	81 "
26	48*	Positive, Optimistic Attitude Toward Life	83 "
		No Data	(12)
		No Data	(13)

TABLE 75

SIGNIFICANT CORRELATIONS OF SUBSCALE 112 OF TEST 16 INTERPERSONAL EFFECTIVENESS WITH OTHER SUBSCALES - Cont.

N	r	TITLE	Subscale
51	60	Conscientiousness and Pride in Work	100 (14)
51	40	Ambition and Desire to Succeed	102 "
90	23*	Internal vs. External Locus of Control and Evaluation	106 (15)
90	48	Compliance and Conformity	107 "
90	23*	Independence and Self-Sufficiency	108 "
90	22*	Ambition and Self-Determination	110 "
90	50	Traditional Social Values	110 "
636	-23	Negative and Dysfunctional Social Responsiveness	113 (16)
"	-11	Orientation toward Direction and Control of Others	114 "
"	15	Sensitivity to Others Reactions	115 "
"	14	Preference for Competition	117 "
81	60	Concern for Others' Feelings	118 (17)
81	-48	Feelings of Superiority	119 "
81	-23*	Self-Depreciation	120 "
81	-39	Demanding in Relationships with Others	121 "
81	68	Consideration for Others	122 "
81	-49	Prejudice and Lack of Tolerance	124 "
81	-45	Judgmental and Critical of Others	125 "
81	-57	Superiority and Lack of Tolerance	126 "
		No Data	(18)

TABLE 76

SIGNIFICANT CORRELATIONS OF SUBSCALE 113 OF TEST 16
NEGATIVE AND DYSFUNCTIONAL SOCIAL RESPONSIVENESS WITH OTHER SUBSCALES

N	r	TITLE	Subscale
174	-38	General Attitude Toward School	5 (01/02)
"	-23	Attitude Toward This Specific School	6 "
"	-42	Perceived Value of What is Learned in School	7 "
		No Data	(03)
		No Data	(04)
125	-21*	Motivation to Succeed In School	39 (05)
"	-25	Organization, Perseverance and Competence in School Work	40 "
"	-31	Attentiveness, Concentration, & Self-Discipline in School Work	44 "
"	-26	Attitude Toward Studying and Homework	47 "
18		No significant correlations	(06/07)
183	-20	Teacher Temperament	54 (08/09)
"	-21	Teacher Fairness	55 "
"	24	Negative Attitudes Toward Grades	58 "
23		No significant correlations	(10)
26	-39*	Self Esteem	76 (11)
26	-50	Emotional Control	78 "
26	-44*	Self-Confidence and Self-Assurance	81 "
26	-58	Sense of Well-Being	82 "
		No Data	(12)
		No Data	(13)
51		No significant correlations	(14)
90	38	Self-Assertiveness	105 (15)
90	-59	Internal vs. External Locus of Control and Evaluation	106 "
90	26*	Independence and Self-Sufficiency	108 "
90	52	Self-Depreciation & Self-Punishment	109 "

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SIGNIFICANT CORRELATIONS OF SUBSCALE 113 OF TEST 16 NEGATIVE AND DYSFUNCTIONAL SOCIAL RESPONSIVENESS WITH OTHER SUBSCALES - Cont.

N	r	TITLE	Subscale
636	-23	Interpersonal Effectiveness	112 (16)
"	32	Orientation Toward Direction and Control of Others	114 "
"	31	Sensitivity to Others' Reactions	115 "
81	-55	Concern for Others' Feelings	118 (17)
81	26*	Feelings of Superiority	119 "
81	36	Self-Depreciation	120 "
81	27*	Demanding in Relationships with Others	121 "
81	-27*	Consideration for Others	122 "
81	24*	Self-Centeredness	123 "
81	28	Prejudice and Lack of Tolerance	124 "
81	51	Judgmental and Critical of Others	125 "
81	42	Superiority and Lack of Tolerance	126 "
		No Data	(18)

TABLE 77

SIGNIFICANT CORRELATIONS OF SUBSCALE 114 OF TEST 16 ORIENTATION TOWARD DIRECTION AND CONTROL OF OTHERS WITH OTHER SUBSCALES

N	r	TITLE	Subscale
174		No significant correlations	(01/02)
		No Data	(03)
		No Data	(04)
125	26	Confidence in Front of the Class	42 (05)
"	18*	Preference for Clear Directions	46 "
"	28	Participation in Class Discussions	48 "
18		No significant correlations	(06/07)
183		No significant correlations	(08/09)
23	45*	Advocate Curriculum Based on Learning to Solve Real-Life Problems	69 (10)
26	38*	Sensitivity to Being Talked About or Criticized	79 (11)
26	-37*	Sense of Well-Being	82 "
		No Data	(12)
		No Data	(13)
51	-32*	Task Application and Diligence	101 (14)
90	29	Self-Assertiveness	105 (15)
90	-31	Internal vs. External Locus of Control and Evaluation	106 "
90	27	Self-Depreciation & Self-Punishment	109 "
636	-11	Interpersonal Effectiveness	112 (16)
"	32	Negative and Dysfunctional Social Responsiveness	113 "
"	16	Sensitivity to Others Reactions	115 "
"	12	Openness to Giving and Receiving Feedback	116 "
"	17	Preference for Competition	117 "

TABLE 77

SIGNIFICANT CORRELATIONS OF SUBSCALE 114 OF TEST 16 ORIENTATION TOWARD DIRECTION AND CONTROL OF OTHERS WITH OTHER SUBSCALES - Cont.

N	r	TITLE	Subscale
81	-55	Concern for Others' Feelings	118 (17)
81	46	Feelings of Superiority	119 "
81	42	Demanding in Relationships with Others	121 "
81	31	Consideration for Others	122 "
81	38	Prejudice and Lack of Tolerance	124 "
81	40	Judgmental and Critical of Others	125 "
81	49	Superiority and Lack of Tolerance	126 "
		No Data	(18)

TABLE 78

SIGNIFICANT CORRELATIONS OF SUBSCALE 115 OF TEST 16 SENSITIVITY TO OTHERS' REACTIONS WITH OTHER SUBSCALES

N	r	TITLE	Subscale
174		No significant correlations	(01/02)
		No Data	(03)
		No Data	(04)
125	-23	Confidence in Front of the Class	42 (05)
"	-25	Attentiveness, Concentration, & Self-Discipline in School Work	44 "
"	18	Preference for Clear Directions	46 "
18		No significant correlations	(06/07)
183	-18*	Teacher Temperament	54 (08/09)
"	-21	Emphasis on Outside Learning	63 "
23	-49*	Advocate Questioning, Exploring Orientation	72 (10)
26	-40*	Sense of Well-Being	82 (11)
		No Data	(12)
		No Data	(13)
51	-38	Task Application and Diligence	101 (14)
90	-45	Internal vs. External Locus of Control and Evaluation	106 (15)
90	28	Compliance and Conformity	107 "
90	26*	Independence and Self-Sufficiency	108 "
90	46	Self-Depreciation & Self-Punishment	109 "
90	27	Ambition and Self-Determination	110 "
90	28	Traditional Social Values	111 "
636	15	Interpersonal Effectiveness	112 (16)
"	31	Negative and Dysfunctional Social Responsiveness	113 "
"	16	Orientation Toward Direction and Control of Others	114 "
"	-10*	Openness to Giving and Receiving Feedback	116 "

TABLE 78

SIGNIFICANT CORRELATIONS OF SUBSCALE 115 OF TEST 16
SENSITIVITY TO OTHERS' REACTIONS WITH OTHER SUBSCALES - Cont.

N	r	TITLE	Subscale
81	23*	Consideration for Others	122 (17)
		No Data	(18)

TABLE 79

SIGNIFICANT CORRELATIONS OF SUBSCALE 116 OF TEST 16 OPENNESS TO GIVING AND RECEIVING FEEDBACK WITH OTHER SUBSCALES

N	r	TITLE	Subscale
174	-18*	Perceived Value of What is Learned in School	7 (01/02)
		No Data	(03)
		No Data	(04)
125	28	Confidence in Front of the Class	42 (05)
18	-46*	Orientation toward Cooperation versus Competition in School	53 (06/07)
183	18*	Teacher Temperament	54 (08/09)
"	17*	Teacher Fairness	55 "
"	-21	Teacher Dominance & Control	56 "
"	16*	Attitudes Toward Competition	59 "
"	16*	Teacher Competence	61 "
23	-41*	Advocate Student Discipline and Control	66 (10)
23	-53	Agreement with Traditional Classroom Values	71 "
23	44*	Questioning, Exploring Orientation	72 "
23	43*	Advocate Teacher Support of Independent Activities	73 "
26		No significant correlations	(11)
		No Data	(12)
		No Data	(13)
51		No significant correlations	(14)
90		No significant correlations	(15)
636	12	Orientation toward Direction and Control of Others	114 (16)
"	-10*	Sensitivity to Others Reactions	115 "
"	08*	Preference for Competition	117 "
81	24	Feelings of Superiority	119 (17)

TABLE 80

SIGNIFICANT CORRELATIONS OF SUBSCALE 117 OF TEST 16 PREFERENCE FOR COMPETITION WITH OTHER SUBSCALES

N	r	TITLE	Subscale
174	15*	General Attitude Toward School	5 (01/02)
		No Data	(03)
		No Data	(04)
125	27	Confidence in Front of the Class	42 (05)
"	22*	Confidence in Ability To Do Well in School	43 "
"	28	Participation in Class Discussions	48 "
18		No significant correlations	(06/07)
183	17*	Teacher Temperament	54 (08/09)
"	-21	Negative Attitudes Toward Grades	58 "
"	58	Attitudes Toward Competition	59 "
"	18*	Teacher Competence	61 "
"	22	Teacher Understanding, Patience, and Interest	64 "
23	-59	Advocate Student Responsibility Regarding School Rules	65 (10)
26	37*	Positive, Optimistic Attitude Toward Life	83 (11)
		No Data	(12)
		No Data	(13)
51		No significant correlations	(14)
90	24*	Self-Assertiveness	105 (15)
90	30	Compliance and Conformity	107 "
90	34	Ambition and Self-Determination	110 "
90	47	Traditional Social Values	111 "
636	14	Interpersonal Effectiveness	112 (16)
"	17	Orientation toward Direction and Control of Others	114 "
"	08*	Openness to Giving and Receiving Feedback	116 "

TABLE 80

SIGNIFICANT CORRELATIONS OF SUBSCALE 117 OF TEST 16 PREFERENCE FOR COMPETITION WITH OTHER SUBSCALES - Cont.

N	r	TITLE	Subscale
81	23*	Feelings of Superiority	119 (17)
		No Data	(18)

TABLE 81

SIGNIFICANT CORRELATIONS OF SUBSCALE 118 OF TEST 17 CONCERN FOR OTHERS' FEELINGS WITH OTHER SUBSCALES

N	r	TITLE	Subscale
219	24	General Attitude Toward School	5 (01/02)
"	23	Attitude Toward Own School	6 "
"	33	Perceived Value of What is Learned in School	7 "
96	23*	Humanistic Treatment of Students	11 (03)
96	33	Fairness of Rules and Punishment	12 "
96	26	Student Participation in Decision-Making	18 "
96	-26	Teacher Relations and Job Satisfaction	19 "
96	35	Student Relations	20 "
96	32	Satisfaction With Emphasis on School Activities	21 "
93	-20*	Need for Change Regarding Fairness of Rules and Punishment	27 (04)
93	-24*	Need for Discipline and Control in School	31 "
93	-30	Need for Improvement in Student Relations	35 "
93	-36	Need for Change in Emphasis on School Activities	36 "
22	56	Motivation to Succeed in School	39 (05)
22	59	Organization, Perseverance and Competence in School Work	40 "
22	55	Attentiveness, Concentration, & Self-Discipline in School Work	44 "
22	48*	Attitude Toward Studying and Homework	47 "
82	37	Teacher Relationship With The Student	50 (06/07)
82	47	Attitudes Toward Grades in School	52 "
		No Data	(08/09)
47		No significant correlations	(10)
53	35	Energy Level	77 (11)
		No Data	(12)
24	40*	Confidence in Personal Value and Belief System	93 (13)
		No Data	(14)
52	38	Internal vs. External Locus of Control and Evaluation	106 (15)
52	-39	Self-Depreciation & Self-Punishment	109 "

TABLE 81

SIGNIFICANT CORRELATIONS OF SUBSCALE 118 OF TEST 17 CONCERN FOR OTHERS' FEELINGS WITH OTHER SUBSCALES - Cont.

N	r	TITLE	Subscale
81	60	Interpersonal Effectiveness	112 (16)
81	-55	Negative and Dysfunctional Social Responsiveness	113 "
81	-55	Orientation Toward Direction and Control of Others	114 "
568	-52	Feelings of Superiority	119 (17)
"	-30	Self-Depreciation	120 "
"	-27	Demanding in Relationships with Others	121 "
"	54	Consideration for Others	122 "
"	-32	Self-Centeredness	123 "
"	-54	Prejudice and Lack of Tolerance	124 "
"	-53	Judgmental and Critical of Others	125 "
"	-65	Superiority and Lack of Tolerance	126 "
128	30	Acceptance by Others	127 (18)
"	46	Friendliness	128 "
"	44	Belief and Trust in Man	130 "
"	36	Openness and Authenticity	131 "
"	42	Attitudes Toward Older People	133 "
"	-42	Lack of Social Concern	134 "

TABLE 82

SIGNIFICANT CORRELATIONS OF SUBSCALE 119 OF TEST 17 FEELINGS OF SUPERIORITY WITH OTHER SUBSCALES

N	r	TITLE	Subscale
219	-23	Perceived Value of What is Learned in School	7 (01/02)
96	26	Teacher Fairness and Personal Interest in Students	9 (03)
96	25*	Principal's Interest in Students	15 "
96	-31	Student Participation in Decision-Making	18 "
96	26	Teacher Relations and Job Satisfaction	19 "
96	-20*	Satisfaction With Emphasis on School Activities	21 "
93	-21*	Need for Change Regarding Teacher Aloofness and Mistreatment of Students	25 (04)
93	23*	Need for Change in Emphasis on School Activities	36 "
22	40*	Confidence in Ability To Do Well in School	43 (05)
82	-26*	Attitudes Toward Grades in School	52 (06/07)
		No Data	(08/09)
47		No significant correlations	(10)
53		No significant correlations	(11)
		No Data	(12)
24		No significant correlations	(13)
		No Data	(14)
52	41	Independence and Self-Sufficiency	108 (15)
81	-48	Interpersonal Effectiveness	112 (16)
81	26*	Negative and Dysfunctional Social Responsiveness	113 "
81	46	Orientation Toward Direction and Control of Others	114 "
81	24*	Openness To Giving and Receiving Feedback	116 "
81	23*	Preference For Competition	117 "

TABLE 82

SIGNIFICANT CORRELATIONS OF SUBSCALE 119 OF TEST 17 FEELINGS OF SUPERIORITY WITH OTHER SUBSCALES - Cont.

N	r	TITLE	Subscale
568	-52	Concern for Others Feelings	118 (17)
"	22	Self-Depreciation	120 "
"	28	Demanding in Relationships with Others	121 "
"	-21	Consideration for Others	122 "
"	20	Self-Centeredness	123 "
"	50	Prejudice and Lack of Tolerance	124 "
"	49	Judgmental and Critical of Others	125 "
"	78	Superiority and Lack of Tolerance	126 "
128	-20*	Demanding in Relationships with Others	121 (18)

TABLE 83

SIGNIFICANT CORRELATIONS OF SUBSCALE 122 OF TEST 17 CONSIDERATION FOR OTHERS WITH OTHER SUBSCALES

N	r	TITLE	Subscale
219	23	General Attitude Toward School	5 (01/02)
"	19	Attitude Toward Own School	6 "
"	22	Perceived Value of What is Learned in School	7 "
96	22*	Fairness of Rules and Punishment	12 (03)
96	26	Principal's Interest in Students	15 "
96	-23*	Student Participation in Decision-Making	18 "
96	23*	General School Climate	22 "
93		No significant correlations	(04)
22	78	Motivation to Succeed in School	39 (05)
22	76	Organization, Perseverance and Competence in School Work	40 "
22	75	Attentiveness, Concentration, & Self-Discipline in School Work	44 "
22	43*	Feelings of Acceptance and Involvement	45 "
22	55	Attitude Toward Studying and Homework	47 "
82	27*	Teacher Interest in Individual Students	49 (06/07)
82	21*	Attitudes Toward Grades in School	52 "
82	21*	Orientation Toward Cooperation vs. Competition in School	53 "
		No Data	(08/09)
47	42	Advocate Student Responsibility Regarding School Rules	65 (10)
47	38	Value Student Initiative and Independence	68 "
47	39	Agreement with Traditional Classroom Values	71 "
47	38	Value Learning to Work Together	75 "
53	49	Energy Level	77 (11)
		No Data	(12)
24	57	Confidence in Personal Value and Belief System	93 (13)
		No Data	(14)
52	31	Traditional Social Values	111 (15)

TABLE 83

SIGNIFICANT CORRELATIONS OF SUBSCALE 122 OF TEST 17 CONSIDERATION FOR OTHERS WITH OTHER SUBSCALES - Cont.

N	r	TITLE	Subscale
81	68	Interpersonal Effectiveness	112 (16)
81	-27*	Negative and Dysfunctional Social Responsiveness	113 "
81	-31	Orientation toward Direction and Control of Others	114 "
81	23*	Sensitivity to Others Reactions	115 "
568	54	Concern for Others Feelings	118 (17)
"	-21	Feelings of Superiority	119 "
"	-10*	Self-Depreciation	120 "
"	-21	Demanding in Relationships with Others	121 "
"	-31	Prejudice and Lack of Tolerance	124 "
"	-16	Judgmental and Critical of Others	125 "
"	-29	Superiority and Lack of Tolerance	126 "
128	33	Acceptance by Others	127 (18)
"	69	Friendliness	128 "
"	-26	Shyness	129 "
"	37	Belief and Trust in Man	130 "
"	39	Openness and Authenticity	131 "
"	27	Social Responsibility	132 "
"	32	Attitudes Toward Older People	133 "
"	-42	Lack of Social Concern	134 "

TABLE 84

SIGNIFICANT CORRELATIONS OF SUBSCALE 124 OF TEST 17 PREJUDICE AND LACK OF TOLERANCE WITH OTHER SUBSCALES

N	r	TITLE	Subscale
219	-29	Perceived Value of What is Learned in School	7 (01/02)
96 96	27 -31	Teacher Fairness and Personal Interest in Students Student Participation in Decision-Making	9 (03) 18 "
		No significant correlations	(04)
22 22	-42 -44	Attentiveness, Concentration, & Self-Discipline in School Work Feelings of Acceptance and Involvement	44 (05) 45 "
82 82	-37 -28	Teacher Relationship With The Student Attitudes Toward Grades in School	50 (06/07) 52 "
		No Data	(08/09)
47		No significant correlations	(10)
53		No significant correlations	(11)
		No Data	(12)
24	-40*	Confidence in Personal Value and Belief System	93 (13)
		No Data	(14)
52 52	-38 46	Internal vs. External Locus of Control and Evaluation Self-Depreciation & Self-Punishment	106 (15) 109 "
81 81 81	-49 28 38	Interpersonal Effectiveness Negative and Dysfunctional Social Responsiveness Orientation Toward Direction and Control of Others	112 (16) 113 " 114 "
568 " " "	-54 50 19 31	Concern for Others Feelings Feelings of Superiority Self-Depreciation Demanding in Relationships with Others	118 (17) 119 " 120 " 121 "

TABLE 84

SIGNIFICANT CORRELATIONS OF SUBSCALE 124 OF TEST 17 PREJUDICE AND LACK OF TOLERANCE WITH OTHER SUBSCALES - Cont.

N	r	TITLE	Subscale
568	-31	Consideration for Others	122 (17)
"	21	Self-Centeredness	123 "
"	47	Judgmental and Critical of Others	125 "
"	85	Superiority and Lack of Tolerance	126 "
128	-22*	Belief and Trust in Man	130 (18)
"	-25	Openness and Authenticity	131 "
"	27	Lack of Social Concern	134 "

TABLE 85

SIGNIFICANT CORRELATIONS OF SUBSCALE 125 OF TEST 17 JUDGMENTAL AND CRITICAL OF OTHERS WITH OTHER SUBSCALES

N	r	TITLE	Subscale
219	-20	General Attitude Toward School	5 (01/02)
"	-15*	Attitude Toward Own School	6 "
"	-24	Perceived Value of What is Learned in School	7 "
96	-28	Student Participation in Decision-Making	18 (03)
96	22*	Teacher Relations and Job Satisfaction	19 "
96	-21*	Student Relations	20 "
96	-26	Satisfaction With Emphasis on School Activities	21 "
93		No significant correlations	(04)
22	-53	Organization, Perseverance and Competence in School Work	40 (05)
22	-43*	Attentiveness, Concentration, & Self-Discipline in School Work	44 "
82	-29	Attitudes Toward Grades in School	52 (06/07)
		No Data	(08/09)
47		No significant correlations	(10)
53	-31*	Energy Level	77 (11)
53	-35	Sense of Well-Being	82 "
		No Data	(12)
24		No significant correlations	(13)
		No Data	(14)
52		No significant correlations	(15)
81	-45	Interpersonal Effectiveness	112 (16)
81	51	Negative and Dysfunctional Social Responsiveness	113 "
81	40	Orientation Toward Direction and Control of Others	114 "

TABLE 85

SIGNIFICANT CORRELATIONS OF SUBSCALE 125 OF TEST 17
JUDGMENTAL AND CRITICAL OF OTHERS WITH OTHER SUBSCALES - Cont.

N	r	TITLE	Subscale
568	-53	Concern for Others Feelings	118 (17)
"	49	Feelings of Superiority	119 "
"	27	Self-Depreciation	120 "
"	20	Demanding in Relationships with Others	121 "
"	-16	Consideration for Others	122 "
"	22	Self-Centeredness	123 "
"	47	Prejudice and Lack of Tolerance	124 "
"	79	Superiority and Lack of Tolerance	126 "
128	-23	Acceptance by Others	127 (18)
"	-32	Belief and Trust in Man	130 "
"	-43	Openness and Authenticity	131 "

TABLE 86

SIGNIFICANT CORRELATIONS OF SUBSCALE 126 OF TEST 17 SUPERIORITY AND LACK OF TOLERANCE WITH OTHER SUBSCALES

N	r	TITLE	Subscale
219	-16*	General Attitude Toward School	5 (01/02)
"	-15*	Attitude Toward Own School	6 "
"	-32	Perceived Value of What is Learned in School	7 "
96	27	Teacher Fairness and Personal Interest in Students	9 (03)
96	21*	Principal's Interest in Students	15 "
96	-35	Student Participation in Decision-Making	18 "
96	23*	Teacher Relations and Job Satisfaction	19 "
96	-20*	Student Relations	20 "
93	21*	Dissatisfaction with Emphasis on School Activities	36 (04)
22	-41*	Organization, Perseverance and Competence in School Work	40 (05)
22	-49*	Attentiveness, Concentration, & Self-Discipline in School Work	44 "
82	-25*	Teacher Relationship With The Student	50 (06/07)
82	-36	Attitudes Toward Grades in School	52 "
		No Data	(08/09)
47	29*	Advocate Curriculum Based on Society's Needs and Problems	74 (10)
53	-33*	Energy Level	77 (11)
		No Data	(12)
24		No significant correlations	(13)
		No Data	(14)
52	-37	Internal vs. External Locus of Control and Evaluation	106 (15)
52	41	Self-Depreciation & Self-Punishment	109 "
81	-57	Interpersonal Effectiveness	112 (16)
81	42	Negative and Dysfunctional Social Responsiveness	113 "
81	49	Orientation Toward Direction and Control of Others	114 "

TABLE 86

SIGNIFICANT CORRELATIONS OF SUBSCALE 126 OF TEST 17 SUPERIORITY AND LACK OF TOLERANCE WITH OTHER SUBSCALES - Cont.

N	r	TITLE	Subscale
568	-65	Concern for Others Feelings	118 (17)
"	78	Feelings of Superiority	119 "
"	28	Self-Depreciation	120 "
"	33	Demanding in Relationships with Others	121 "
"	-29	Consideration for Others	122 "
"	26	Self-Centeredness	123 "
"	85	Prejudice and Lack of Tolerance	124 "
"	79	Judgmental and Critical of Others	125 "
128	19*	Shyness	129 (18)
"	-28	Belief and Trust in Man	130 "
"	-37	Openness and Authenticity	131 "
"	24	Lack of Social Concern	134 "

TABLE 87

SIGNIFICANT CORRELATIONS OF SUBSCALE 127 OF TEST 18 ACCEPTANCE BY OTHERS WITH OTHER SUBSCALES

N	r	TITLE	Subscale
330		No significant correlations	(01/02)
		No Data	(03)
		No Data	(04)
		No Data	(05)
106	21*	Student Involvement In Choosing and Planning Work	51 (06/07)
18	56	Teacher Fairness	55 (08/09)
18	56	Opportunities to Work With Other Students	60 "
18	64	Student Freedom and Responsibility	62 "
18	44*	Emphasis on Outside Learning	63 "
18	68	Teacher Understanding, Patience, and Interest	64 "
107	25	Value Student Initiative and Independence	68 (10)
134	45	Self-Esteem	76 (11)
"	19*	Energy Level	77 "
"	46	Emotional Control	78 "
"	-24	Sensitivity to Being Talked About or Criticized	79 "
"	42	Resilience - Recovery from Emotional Upset	80 "
"	60	Self-Confidence and Self-Assurance	81 "
"	58	Sense of Well-Being	82 "
"	47	Positive, Optimistic Attitude Toward Life	83 "
"	40	Self-Understanding	84 "
		No Data	(12)
		No Data	(13)
		No Data	(14)
34	40*	Self-Assertiveness	105 (15)
		No Data	(16)

TABLE 87

SIGNIFICANT CORRELATIONS OF SUBSCALE 127 OF TEST 18
ACCEPTANCE BY OTHERS WITH OTHER SUBSCALES - Cont.

N	r	TITLE	Subscale
128	30	Concern for Others' Feelings	118 (17)
"	-26	Self-Depreciation	120 "
"	-31	Demanding in Relationships with Others	121 "
"	33	Consideration for Others	122 "
"	-23	Judgmental and Critical of Others	125 "
760	48	Friendliness	128 (18)
"	-47	Shyness	129 "
"	45	Belief and Trust in Man	130 "
"	52	Openness and Authenticity	131 "
"	12	Social Responsibility	132 "
"	26	Attitudes Toward Older People	133 "
"	-14	Lack of Social Concern	134 "

TABLE 88

SIGNIFICANT CORRELATIONS OF SUBSCALE 128 OF TEST 18 FRIENDLINESS WITH OTHER SUBSCALES

N	r	TITLE	Subscale
330	16	General Attitude Toward School	5 (01/02)
"	13*	Attitude Toward Own School	6 "
"	22	Perceived Value of What is Learned in School	7 "
		No Data	(03)
		No Data	(04)
		No Data	(05)
106	25	Teacher Interest in Individual Students	49 (06/07)
"	23*	Teacher Relationship With The Student	50 "
"	31	Attitudes Toward Grades in School	52 "
18	54*	Student Freedom and Responsibility	62 (08/09)
18	65	Teacher Understanding, Patience, and Interest	64 "
107	35	Value Student Initiative and Independence	68 (10)
"	20*	Advocate Curriculum Based on Society's Needs and Problems	74 "
"	29	Value Learning to Work Together	75 "
134	26	Self-Esteem	76 (11)
"	21*	Emotional Control	78 "
"	40	Resilience - Recovery from Emotional Upset	80 "
"	42	Self-Confidence and Self-Assurance	81 "
"	17*	Sense of Well-Being	82 "
"	35	Positive, Optimistic Attitude Toward Life	83 "
		No Data	(12)
		No Data	(13)
		No Data	(14)
		No significant correlations	(15)
		No Data	(16)

TABLE 88

SIGNIFICANT CORRELATIONS OF SUBSCALE 128 OF TEST 18 FRIENDLINESS WITH OTHER SUBSCALES - Cont.

N	r	TITLE	Subscale
128	46	Concern for Others' Feelings	118 (17)
"	-27	Self-Depreciation	120 "
"	-23	Demanding in Relationships with Others	121 "
"	69	Consideration for Others	122 "
"	-19*	Self-Centeredness	123 "
760	48	Acceptance by Others	127 (18)
"	-19	Shyness	129 "
"	30	Belief and Trust in Man	130 "
"	41	Openness and Authenticity	131 "
"	25	Social Responsibility	132 "
"	22	Attitudes Toward Older People	133 "
"	-19	Lack of Social Concern	134 "

TABLE 89

SIGNIFICANT CORRELATIONS OF SUBSCALE 129 OF TEST 18 SHYNESS, SELF-CONSCIOUSNESS WITH OTHER SUBSCALES

N	r	TITLE	Subscale
330		No significant correlations	(01/02)
		No Data	(03)
		No Data	(04)
		No Data	(05)
106		No significant correlations	(06/07)
18	-49*	Negative Attitudes Toward Grades	58 (08/09)
107	27	Advocate Student Responsibility Regarding School Rules	65 (10)
"	23*	Advocate Student Discipline and Control	66 "
"	28	Advocate Curriculum Based on Society's Needs and Problems	74 "
134	-37	Self-Esteem	76 (11)
"	-25	Energy Level	77 "
"	-38	Emotional Control	78 "
"	38	Sensitivity to Being Talked About or Criticized	79 "
"	-37	Resilience - Recovery from Emotional Upset	80 "
"	-46	Self-Confidence and Self-Assurance	81 "
"	-55	Sense of Well-Being	82 "
"	-35	Self-Understanding	84 "
		No Data	(12)
		No Data	(13)
		No Data	(14)
34	-38*	Self-Assertiveness	105 (15)
		No Data	(16)

TABLE 89

SIGNIFICANT CORRELATIONS OF SUBSCALE 129 OF TEST 18 SHYNESS, SELF-CONSCIOUSNESS WITH OTHER SUBSCALES - Cont.

N	r	TITLE	Subscale
178	-26	Consideration for Others	122 (17)
"	19*	Superiority and Lack of Tolerance	126 "
760	-47	Acceptance by Others	127 (18)
"	-19	Friendliness	128 "
"	-37	Belief and Trust in Man	130 "
"	-34	Openness and Authenticity	131 "
"	-27	Attitudes Toward Older People	133 "
"	12	Lack of Social Concern	134 "

TABLE 90

SIGNIFICANT CORRELATIONS OF SUBSCALE 130 OF TEST 18 BELIEF AND TRUST IN MAN WITH OTHER SUBSCALES

N	r	TITLE	Subscale
330	11*	General Attitude Toward School	5 (01/02)
"	17	Attitude Toward Own School	6 "
"	18	Perceived Value of What is Learned in School	7 "
		No Data	(03)
		No Data	(04)
		No Data	(05)
106	31	Student Involvement In Choosing and Planning Work	51 (06/07)
18		No significant correlations	(08/09)
107	-19*	Advocate Student Discipline and Control	66 (10)
"	-19*	Competitiveness and Desire to Succeed	70 "
134	30	Self-Esteem	76 (11)
"	17	Emotional Control	78 "
"	-20*	Sensitivity to Being Talked About or Criticized	79 "
"	26	Resilience - Recovery from Emotional Upset	80 "
"	36	Self-Confidence and Self-Assurance	81 "
"	34	Sense of Well-Being	82 "
"	39	Positive, Optimistic Attitude Toward Life	83 "
"	17	Self-Understanding	84 "
		No Data	(12)
		No Data	(13)
		No Data	(14)
34	-40*	Independence and Self-Sufficiency	108 (15)
		No Data	(16)

TABLE 90

SIGNIFICANT CORRELATIONS OF SUBSCALE 130 OF TEST 18 BELIEF AND TRUST IN MAN WITH OTHER SUBSCALES - Cont.

N	r	TITLE	Subscale
128	44	Concern for Others' Feelings	118 (17)
"	-23	Demanding in Relationships with Others	121 "
"	37	Consideration for Others	122 "
"	-23	Self-Centeredness	123 "
"	-22*	Prejudice and Lack of Tolerance	124 "
"	-32	Judgmental and Critical of Others	125 "
"	-28	Superiority and Lack of Tolerance	126 "
760	45	Acceptance by Others	127 (18)
"	30	Friendliness	128 "
"	-37	Shyness	129 "
"	35	Openness and Authenticity	131 "
"	19	Attitudes Toward Older People	133 "
"	-24	Lack of Social Concern	134 "

TABLE 91

SIGNIFICANT CORRELATIONS OF SUBSCALE 131 OF TEST 18 OPENNESS AND AUTHENTICITY WITH OTHER SUBSCALES

N	r	TITLE	Subscale
330	11*	Attitude Toward This School	6 (01/02)
"	29	Perceived Value of What is Learned in School	7 "
		No Data	(03)
		No Data	(04)
		No Data	(05)
106	19*	Teacher Interest in Individual Students	49 (06/07)
"	24*	Teacher Relationship With The Student	50 "
"	23*	Attitudes Toward Grades in School	52 "
"	23*	Orientation Toward Cooperation vs. Competition in School	53 "
18	53*	Negative Attitudes Toward Grades	58 (08/09)
"	-46*	Attitudes Toward Competition	59 "
107	-28	Advocate Student Discipline and Control	66 (10)
"	26	Value Student Initiative and Independence	68 "
"	-23*	Competitiveness and Desire to Succeed	70 "
"	28	Advocate Teacher Support of Independent Activities	73 "
134	40	Self-Esteem	76 (11)
"	19*	Energy Level	77 "
"	21*	Emotional Control	78 "
"	-23	Sensitivity to Being Talked About or Criticized	79 "
"	38	Resilience - Recovery from Emotional Upset	80 "
"	47	Self-Confidence and Self-Assurance	81 "
"	40	Sense of Well-Being	82 "
"	30	Positive, Optimistic Attitude Toward Life	83 "
"	25	Self-Understanding	84 "
		No Data	(12)
		No Data	(13)
		No Data	(14)

TABLE 91

SIGNIFICANT CORRELATIONS OF SUBSCALE 131 OF TEST 18 OPENNESS AND AUTHENTICITY WITH OTHER SUBSCALES - Cont.

N	r	TITLE	Subscale
34	34*	Internal vs. External Locus of Control and Evaluation	106 (15)
		No Data	(16)
128	36	Concern for Others' Feelings	118 (17)
"	-20*	Feelings of Superiority	119 "
"	-19*	Self-Depreciation	120 "
"	-29	Demanding in Relationships with Others	121 "
"	39	Consideration for Others	122 "
"	-22*	Self-Centeredness	123 "
"	-25	Prejudice and Lack of Tolerance	124 "
"	-43	Judgmental and Critical of Others	125 "
"	-37	Superiority and Lack of Tolerance	125 "
760	52	Acceptance by Others	127 (18)
"	41	Friendliness	128 "
"	-34	Shyness	129 "
"	35	Belief and Trust in Man	130 "
"	13	Social Responsibility	132 "
"	26	Attitudes Toward Older People	133 "
"	-19	Lack of Social Concern	134 "

PART II

APPENDIX E

Total-Battery Subscale Intercorrelations

The following tables represent a triangular matrix of the intercorrelations of the original 130 subscales. Since it would be impossible to present the matrix on one page, it was divided into sections. Each section (or table) contains the correlations of a given test with all those that follow it in sequence. If intercorrelations between a given test and a test preceding it are of interest, these will be found in a preceding table corresponding to the test with the lowest number.

TABLE 1

Matrix of Subscale Intercorrelations (Test 01-02)

TEST #	Subscale Title (number of items)	Var. #	5	6	7	N
01-02	General Attitude Toward School (8)	5	-			1831
	Attitude Toward Own School (4)	6	64	-		
	Perceived Value of What is Learned in School (5)	7	63	44		
03	No Data					
04	No Data					
05	Motivation to Succeed in School (3)	39	61	38	53	209
	Organization, Perseverance and Competence in School Work (7)	40	54	39	27	
	Preference for Workwng With Other Students (9)	41	-06	-06	03	
	Confidence in Front of the Class (3)	42	27	19	25	
	Confidence in Ability to do Well in School (6)	43	42	25	32	
	Attentiveness, Concentration & Self-Dicipline in School Work (11)	44	50	36	46	
	Feelings of Acceptance and Involvement (2)	45	13	20	10	
	Preference for Clear Directions (2)	46	13	-3	10	
	Attitude Toward Studying and Homework (3)	47	63	36	53	
	Participation in Class Discussions (2)	48	22	12	19	
06	Teacher Interest in Individual Students (11)	49	53	38	29	302
07	Teacher Relationship With The Student (16)	50	62	46	51	
	Student Involvement in Choosing and Planning Work (8)	51	27	15	07	
	Attitudes Toward Grades in School (6)	52	46	31	45	
	Attitudes Toward Competition in School (3)	53	-04	-02	05	
08	Teacher Temperment (6)	54	13	37	40	36
09	Teacher Fairness (5)	55	43	39	52	
	Teacher Dominance & Control (17)	56	-44	-37	-52	

TABLE 1

Matrix of Subscale Intercorrelations (Test 01-02)

TEST #	Subscale Title (number of items)	Var. #	5	6	7	N	
	Teacher Goals for Students (3)	57	11	-02	-11		
	Attitudes Toward Grades (4)	58	-20	-08	-09		
	Attitudes Toward Competition (4)	59	-22	-11	-35		
	Opportunities to Work With Other Students (6)	60	18	-03	22		
	Teacher Competence (6)	61	14	12	18		
	Student Freedom and Responsibility (6)	62	22	13	01		
	Emphasis on Outside Learning (3)	63	18	46	11		
	Teacher Understanding, Patience, and Interest (5)	64	37	38	41		
10	Student Responsibility Regarding School Rules (3)	65	33	19	33	366	
	Student Discipline and Control (4)	66	19	06	16		
	Curriculum Based on Students' Needs and Interests (7)	67	-05	00	-07		
	Student Initiative and Independence (6)	68	29	24	27		
	Curriculum Based on Learning to Solve Real-Life Problems (5)	69	-14	-10	-13		
	Competition and Desire to Succeed	70	31	26	27		
	Agreement with Traditional Classroom Values (7)	71	46	33	36		
	Questioning, Exploring Orientation (3)	72	11	14	14		
	Teacher Support of Independent Activities (5)	73	-14	-06	-10		
	Curriculum Based on Society's Needs and Problems (4)	74	16	13	20		
	Learning to Work Together (3)	75	18	17	17		
11	Self Esteem (4)	76	18	11	21	647	
	Energy Level (3)	77	09	07	15		
	Emotional Control (11)	78	25	16	18		
	Sensitivity to Being Talked About or Criticized (3)	79	-03	03	-03		
	Resilience - Recovery from Emotional Upset (4)	80	11	08	18		

TABLE 1

Matrix of Subscale Intercorrelations (Test 01-02)

TEST #	Subscale Title (number of items)	Var. #	5	6	7	N	
	Self-Confidence and Self-Assurance (21)	81	24	18	28		
	Sense of Well-Being (8)	82	24	16	24		
	Positive, Optimistic Attitude Toward Life (3)	83	23	23	25		
	Self Understanding (5)	84	06	00	10		
12	Flexibility and Adaptability (8)	85	09	08	13	138	
	Impulsiveness (6)	86	-15	-06	-25		
	Willingness to Rish (3)	87	-01	10	12		
	Prejudice/Conservatism (3)	88	-16	-07	31		
	Compulsiveness (3)	89	04	-05	-11		
	Carefree/Recklessness (3)	90	-23	-07	-24		
	Happiness/Cheerfulness (2)	91	12	20	20		
	Submissiveness/Compliance (2)	92	-15	-7	-33		
13	Confidence in Personal Value and Belief System (12)	93	21	24	35	236	
	Verbal and Communication Skills (2)	94	05	22	08		
	Interest in Creative Problem-Solving	95	12	05	23		
	Aesthetic Sensitivity and Appreciation (3)	96	26	12	25		
	Self-Confidence As A Learner (4)	97	06	01	07		
	Independence and Positive Self-Regard (17)	98	28	16	24		
	Creativity (4)	99	17	22	21		
14	Conscientiousness and Pride in Work (6)	100	45	30	31	561	
	Task Application and Diligence (11)	101	40	22	40		
	Ambition and Desire to Succeed (11)	102	39	29	43		
	Coöperation and Helpfulness (2)	103	22	15	10		

TABLE 1

Matrix of Subscale Intercorrelations (Test 01-02)

TEST #	Subscale Title (number of items)	Var. #	5	6	7	N
15	Self-Assertiveness (4)	105	-11	-13	-11	161
	Internal vs. External Locus of Control and Evaluation (16)	106	06	00	15	
	Compliance and Conformity (4)	107	47	23	31	
	Independence and Self-Sufficiency (18)	108	08	08	-08	
	Self-Depreciation and Self-Punishment (8)	109	12	10	06	
	Ambition and Self-Determination (2)	110	02	05	13	
	Traditional Social Values	111	34	24	29	
	Interpersonal Effectiveness	112	32	39	19	174
	Negative and Dysfunctional Social Responsiveness (14)	113	-38	-23	-42	
	Orientation Toward Direction and Control of Others (6)	114	-03	-08	-01	
	Sensitivity to Others' Reactions (6)	115	09	09	00	
	Openness to Giving and Receiving Feedback (4)	116	-12	-10	-18	
	Preference for Competition (12)	117	15	11	13	
17	Concern for Others' Feelings (22)	118	24	23	33	219
	Feelings of Superiority (3)	119	-05	-08	-23	
	Self-Depreciation (2)	120	-19	-19	-13	
	Demanding in Relationships with Others (3)	121	-09	-05	-15	
	Consideration for Others (11)	122	23	19	22	
	Self-Centeredness (2)	123	-13	-02	-19	
	Prejudice and Lack of Tolerance (5)	124	-12	-12	-29	
	Judgmental and Critical of Others (4)	125	-20	-15	-24	
	Superiority and Lack of Tolerance (12)	126	-16	-15	-32	
18	Acceptance by Others (21)	127	-04	03	09	330
	Friendliness (11)	128	16	13	22	
	Shyness (10)	129	08	01	00	

TABLE 1

Matrix of Subscale Intercorrelations (Test 01-02)

TEST #	Subscale Title (number of items)	Var. #	5	6	7	N	
	Belief and Trust in Man (14)	130	11	17	18		
	Openness and Authenticity (7)	131	09	11	29		
	Social Responsibility (2)	132	15	06	13		
	Attitudes Toward Older People (3)	133	11	05	15		
	Lack of Social Concern (2)	134	-09	-17	-21		

TABLE 2

Matrix of Subscale Intercorrelations (Test 03)

TEST #	Subscale Title (number of items)	Var. #	9	10	11	12	13	14	15	16	17	18	19	20	21	221	23	N
03	Teacher Fairness and Personal Interest in Students (8)	9	-															1000
	Teacher Aloofness and Mistreatment of Students (5)	10	-57	-														
	Humanistic Treatment of Students (18)	11	73	-84	-													
	Fairness of Rules and Punishment (4)	12	40	-43	71	-												
	Student Responsibility (2)	13	31	-18	23	13	-											
	Feeling of Acceptance and Belonging (5)	14	25	-23	28	12	10	-										
	Principal's Interest in Students (7)	15	48	-44	62	45	27	25	-									
	Need for Discipline and Control in School (2)	16	07	05	-01	07	-08	-12	00	-								
	School Spirit (2)	17	17	-28	28	16	19	15	21	-15	-							
	Student Participation in Decision-Making (3)	18	21	-15	24	20	08	05	17	06	04	-						
	Teacher Relations and Job Satisfaction (3)	19	46	-44	46	28	27	15	36	-05	22	08	-					
	Student Relations (7)	20	32	-38	42	23	29	50	30	-16	31	11	24	-				
	Dissatisfaction With Emphasis on School Activities (3)	21	16	-35	44	31	06	20	20	-17	20	09	17	29	-			
	General School Climate (25)	22	79	-71	86	61	48	35	67	02	29	24	50	57	28	-		
	Treatment of Students as Trusted, Responsible Persons (17)	23	78	-58	82	73	34	22	63	09	22	51	45	34	26	87	-	
04	Need for Change Regarding Teacher Fairness and Personal Interest in Students (8)	24	-21	28	-29	-19	00	-04	-12	-01	-05	-11	-09	-05	-19	-21	-24	964
	Need for Change Regarding Teacher Aloofness and Mistreatment of Students (5)	25	-32	41	-40	-23	-10	-04	-22	03	-16	-16	-23	-15	-22	-36	-34	
	Need for Improvement in Humanistic Treatment of Students (18)	26	-28	37	-41	-30	-09	-03	-21	04	-12	-16	-17	-13	-26	-34	-35	
	Need for Change Regarding Fairness of Rules and Punishment (4)	27	-22	25	-37	-41	-05	-02	-18	02	-07	-11	-09	-12	-19	-30	-34	
	Need for Change Regarding Student Responsibility (2)	28	06	03	03	12	-11	02	10	17	-05	-02	09	-05	-11	05	08	
	Need for Change in Conditions Affecting Feelings of Acceptance and Belonging (5)	29	-07	18	-19	-11	-01	-13	-07	12	-02	-06	-03	-14	-22	-13	-11	
	Need for Improvement in Principal's Interest in Students (7)	30	-13	23	-27	-21	-07	-03	-24	09	-04	-08	-08	-09	-22	-22	-21	

TABLE 2

Matrix of Subscale Intercorrelations (Test 03)

TEST #	Subscale Title (number of items)	Var #	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	N
	Need for Discipline and Control in School (2)	31	-14	15	-18	-09	-14	-06	-13	32	-12	-03	-10	-17	-11	-20	-15	
	Need for Change Regarding School Spirit (2)	32	-06	13	-12	-06	-08	02	00	14	-29	-02	-06	-09	-12	-07	-07	
	Need for Change Regarding Student Participation in Decision-Making (3)	33	-28	27	-32	-27	-09	01	-17	-06	-10	-27	-16	-10	-14	-32	-38	
	Need for Change Regarding Teacher Relations and Job Satisfaction (3)	34	-10	19	-17	-08	-02	-03	-05	08	-10	-05	-20	-05	-15	-12	-11	
	Need for Improvement in Student Relations (7)	35	-07	15	-16	-08	-08	-07	-06	16	-08	-10	-03	-26	-19	-15	-12	
	Dissatisfaction with Emphasis on School Activities (3)	36	-09	18	-21	-17	00	-05	-04	04	-07	-06	-04	-11	-34	-14	-14	
	Need for Improvement in General School Climate (25)	37	-21	30	-33	-22	-08	-05	-16	08	-10	-14	-11	-14	-21	-28	-27	
	Need for Improvement in Treatment of Students as Trusted, Responsible Persons (17)	38	-27	32	-38	-31	-07	-01	-18	02	-10	-18	-13	-11	-21	-32	-36	
05	Motivation to Succeed in School (3)	39	30	-33	41	38	09	32	46	06	11	-12	25	23	09	44	30	138
	Organization, Perseverance and Competence in School Work (7)	40	15	-09	14	17	02	08	24	13	02	-16	14	06	-03	17	13	
	Preference for Working With Other Students (9)	41	22	-13	11	06	-07	16	02	-03	-03	05	19	27	07	17	13	
	Confidence in Front of the Class (3)	42	16	-14	18	10	22	25	11	-12	24	-12	00	18	09	21	07	
	Confidence in Ability to do Well in School (6)	43	07	-05	11	15	-03	13	16	05	15	-23	00	07	-06	08	-01	
	Attentiveness, Concentration, and Self-Discipline in School Work (11)	44	09	-30	27	20	12	25	34	-15	19	-11	20	16	17	27	14	
	Feelings of Acceptance and Involvement (2)	45	17	-24	23	13	16	35	08	-13	12	01	24	39	19	29	17	
	Preference for Clear Directions (2)	46	02	-01	03	07	-04	-11	05	08	04	-06	07	-06	-02	01	01	
	Attitude Toward Sutdying and Homework (3)	47	27	-37	44	37	07	21	41	11	10	06	20	12	14	42	40	
	Participation in Class Discussions (2)	48	17	-09	09	00	-01	12	15	04	01	-07	12	22	-11	16	01	
06-07	No Data																	
08-09	No Data																	
10	No Data																	
	Self Esteem (4)	76	02	-33	31	27	06	24	16	-17	21	05	12	21	10	23	18	84
	Energy Level (3)	77	06	10	09	05	15	-04	19	-22	24	-11	09	23	20	14	10	

TABLE 2

Matrix of Subscale Intercorrelations (Test 03)

TEST #	Subscale Title (number of items)	Var. #	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	N
	Emotional Control (10)	78	01	-13	13	[illegible]	15	08	08	-16	07	12	08	11	-03	18	18	
	Sensitivity to Being Talked About or Criticized (3)	79	10	12	-09	-17	-09	04	12	00	00	-05	-03	-03	06	-04	-05	
	Resilience - Recovery from Emotional Upset (4)	80	21	-29	40	35	18	17	19	-10	18	00	24	15	12	34	32	
	Self-Confidence and Self-Assurance (21)	81	28	-31	46	35	24	29	30	-28	32	05	28	29	25	44	39	
	Sense of Well-Being	82	10	-29	32	30	12	18	19	-26	34	10	27	32	05	27	26	
	Positive, Optimistic Attitude Toward Life (3)	83	34	-13	35	32	17	25	38	-13	21	04	17	16	18	36	42	
	Self Understanding (5)	84	-17	-15	13	24	-08	09	02	-10	18	07	-05	10	-05	00	05	
12	Flexibility and Adaptability (8)	85	13	-12	13	11	13	21	07	-05	12	06	04	24	03	18	10	286
	Impulsiveness (6)	86	-05	09	-11	-07	-04	-08	-18	05	-12	07	-01	-13	04	-17	-09	
	Willingness to Risk (3)	87	00	02	-06	-10	-07	18	-03	-13	-03	00	02	13	02	-02	-07	
	Prejudice/Conservatism (3)	88	13	-01	05	06	20	-11	11	14	06	04	07	-11	-14	11	18	
	Compulsiveness (3)	89	13	-05	08	10	10	-09	03	13	04	04	06	-01	02	10	13	
	Carefree/Recklessness (3)	90	-09	16	-20	-13	11	-08	-20	07	06	03	-03	-07	-07	-14	-08	
	Happiness/Cheerfulness (2)	91	02	-04	01	-06	-18	23	-01	01	01	04	-16	21	08	-01	-04	
	Submissiveness/Compliance (2)	92	-05	-01	-09	-08	05	-18	-09	18	-01	00	-05	-22	-12	-11	-05	
13	Confidence in Personal Value and Belief System (12)	93	06	-01	09	05	03	32	17	-05	11	-05	-08	24	07	17	04	236
	Verbal and Communication Skills (2)	94	01	04	02	-05	-01	16	09	-04	-13	-02	-05	13	-02	05	-03	
	Interest in Creative Problem-Solving	95	05	-03	10	01	-01	10	01	-17	04	-09	-05	15	03	06	-04	
	Aesthetic Sensitivity & Appreciation (3)	96	12	-06	19	20	10	18	23	04	06	-11	01	15	01	22	11	
	Self-Confidence as a Learner (4)	97	11	-06	15	12	-07	14	08	-07	91	92	-08	09	-05	12	09	
	Independence & Positive Self-Regard (17)	98	18	-01	14	13	10	21	12	12	06	-03	01	19	-04	23	13	
	Creativity (4)	99	21	-10	20	04	-06	25	18	01	01	04	-11	18	01	21	14	
14	Conscientiousness and Pride on Work (6)	100	27	-09	18	11	14	18	19	07	06	05	16	14	01	27	23	388
	Task Application and Diligence (11)	101	17	-22	29	25	09	30	14	-09	16	08	12	29	08	28	20	
	Ambition and Desire to Succeed (11)	102	28	-18	27	23	10	25	22	02	04	-03	21	19	02	33	24	
	Cooperation and Helpfulness (2)	103	22	-16	21	13	06	11	21	05	11	14	13	17	09	27	24	

TABLE 2

Matrix of Subscale Intercorrelations (Test 03)

TEST #	Subscale Title (number of items)	Var. #	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	N	
15	Self-Assertiveness (4)	105	15	05	02	00	07	20	-01	01	00	-07	05	15	-01	09	05	178	
	Internal vs. External Locus of Control and Evaluation (16)	106	09	-15	18	14	09	27	11	-21	18	-01	-02	32	03	21	11		
	Compliance and Conformity (4)	107	38	-19	30	21	05	04	33	36	-02	02	21	-08	07	34	37		
	Independence and Self-Sufficiency (18)	108	14	09	00	00	-04	22	09	-06	-02	-09	06	09	00	07	04		
	Self-Depreciation and Self-Punishment (8)	109	-10	17	-21	-20	-12	-35	-06	14	-25	-15	-07	-32	-13	-26	-20		
	Ambition and Self-Determination (2)	110	07	-19	14	-01	02	14	10	10	-03	-11	24	-02	06	11	04		
	Traditional Social Values	111	28	-11	20	10	-02	25	26	16	02	-07	25	02	08	23	22		
16	No Data																		
17	Concern for Others' Feelings (22)	118	-08	-09	23	33	-03	05	-09	-14	-04	26	-26	35	32	11	11	96	
	Feelings of Superiority (3)	119	26	-12	04	-12	10	-11	25	10	11	-31	26	-18	-20	12	04		
	Self-Depreciation (2)	120	09	-10	01	-12	-08	-02	19	02	11	-24	11	-09	-17	06	-02		
	Demanding in Relationships with Others (3)	121	08	01	-05	-10	-20	02	-11	06	17	-18	-10	-20	-02	-05	-08		
	Consideration for Others (11)	122	15	-08	16	22	14	-01	26	-02	08	-23	10	12	-06	23	17		
	Self-Centeredness (2)	123	14	14	-04	03	05	-02	09	10	-06	-15	16	-21	-03	04	08		
	Prejudice and Lack of Tolerance (5)	124	27	-11	02	-16	01	-07	16	-03	12	-31	14	-14	-03	07	-01		
	Judgmental and Critical of Others (4)	125	18	07	-12	-15	05	-13	15	08	08	-28	22	-21	-26	00	-02		
	Superiority and Lack of Tolerance (12)	126	27	-07	-02	-17	06	-12	21	04	12	-35	23	-20	-17	07	00		
18	No Data																		

TABLE 3

Matrix of Subscale Intercorrelations (Test 04)

TEST #	Subscale Title (number of items)	Var. #	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	N
04	Need for Change Regarding Teacher Fairness and Personal Interest in Students (8)	24	-															965
	Need for Change Regarding Teacher Aloofness and Mistreatment of Students (5)	25	65	-														
	Need for Improvement in Humanistic Treatment of Students (18)	26	82	85	-													
	Need for Change Regarding Fairness of Rules and Punishment (4)	27	50	46	73	-												
	Need for Change Regarding Student Responsibility (2)	28	32	18	35	32	-											
	Need for Change in Conditions Affecting Feelings of Acceptance and Belonging (5)	29	58	54	68	46	34	-										
	Need for Improvement in Principal's Interest in Students (7)	30	67	61	78	53	31	67	-									
	Need for Discipline and Control in School (2)	31	33	34	49	49	31	40	40	-								
	Need for Change Regarding School Spirit (2)	32	33	40	47	35	32	44	39	29	-							
	Need for Change Regarding Student Participation in Decision-Making (3)	33	45	44	57	55	33	38	41	37	29	-						
	Need for Change Regarding Teacher Relations and Job Satisfaction (3)	34	64	57	66	42	34	54	57	32	34	39	-					
	Need for Improvement in Student Relations (7)	35	54	52	66	48	46	74	63	43	50	41	52	-				
	Dissatisfaction with Emphasis on School Activities (3)	36	38	43	58	48	25	55	47	37	45	40	37	53	-			
	Need for Improvement in General School Climate (25)	37	85	74	92	68	49	73	81	49	49	58	69	78	53	-		
	Need for Improvement in Treatment of Students as Trusted, Responsible Persons (17)	38	83	66	90	79	43	63	74	50	44	73	63	64	52	93	-	
05	Motivation to Succeed in School (3)	39	01	-06	-02	-10	28	05	00	08	00	00	-02	16	03	03	-03	137
	Organization, Perseverance and Competence in School Work	40	07	-03	09	05	11	06	07	16	-07	04	07	10	06	13	07	
	Preference for Working With Other Students (9)	41	05	-05	00	-01	09	04	11	-13	07	07	06	12	03	05	07	
	Confidence in Front of the Class (3)	42	01	-10	-15	-13	-07	-09	-10	-16	-14	04	-07	00	-09	-09	-06	
	Confidence in Ability to do Well in School (6)	43	12	17	19	11	08	05	10	19	-05	18	06	16	06	20	22	

TABLE 3

Matrix of Subscale Intercorrelations (Test 04)

TEST #	Subscale Title (number of items)	Var. #	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	N
	Attentiveness, Concentration, and Self-Discipline in School Work (11)	44	-07	-12	-12	-03	05	-08	-13	04	-11	-03	-21	00	-10	-05	-05	
	Feelings of Acceptance and Involvement (2)	45	00	-09	-09	-07	04	-10	01	-06	-11	08	-08	-07	-14	-05	04	
	Preference for Clear Directions (2)	46	14	03	02	-11	13	06	02	01	-08	02	17	11	08	14	05	
	Attitude Toward Studying and Homework (3)	47	-25	-29	-29	-21	15	-14	-14	-05	-02	-27	-17	-06	-19	-15	-29	
	Participation in Class Discussions (2)	48	-02	15	09	03	11	03	-07	02	02	02	03	08	17	05	03	
06-07	No Data																	
08-09	No Data																	
10	No Data																	
11	Self Esteem (4)	76	-04	-19	-21	-20	-20	-20	-15	-24	-13	-24	-34	-10	-13	-18	-21	84
	Energy Level (3)	77	21	03	09	-03	07	10	08	-07	05	-07	12	04	01	14	14	
	Emotional Control (10)	78	-17	-02	-10	-13	-16	-04	-02	-18	-03	-06	-19	01	06	-17	-21	
	Sensitivity to Being Talked About or Criticized (3)	79	13	03	08	05	20	11	05	06	-08	14	20	01	-01	15	14	
	Resilience - Recovery from Emotional Upset (4)	80	-06	-14	-11	-09	02	-10	-09	-08	-12	02	-14	-06	-15	-09	-07	
	Self-Confidence and Self-Assurance (21)	81	-04	-12	-11	-05	-07	-08	-05	-21	-04	00	-18	00	-10	-07	-07	
	Sense of Well-Being (8)	82	-08	-09	-12	-12	-10	-08	-03	-23	-06	-13	-17	-01	05	-14	-13	
	Positive, Optimistic Attitude Toward Life (3)	83	03	-16	-08	01	-01	-06	-01	-08	-09	00	-15	-06	04	-03	-01	
	Self-Understanding (5)	84	-09	05	-03	-12	-01	-01	02	-10	05	-05	-04	02	18	-07	-09	
12	Flexibility and Adaptability (8)	85	09	09	07	-03	00	-04	10	-10	04	-04	13	01	-02	07	04	280
	Impulsiveness (6)	86	00	04	01	05	00	02	01	07	-01	02	-04	06	01	03	04	
	Willingness to Risk (3)	87	-03	00	-04	00	-08	-11	-12	-13	-03	07	-02	-10	00	-04	02	
	Prejudice/Conservatism (3)	88	01	-04	01	03	02	04	05	07	00	-05	01	10	10	00	-03	
	Compulsiveness (3)	89	05	07	06	-05	03	13	05	07	-02	-09	05	11	-02	05	-03	
	Carfree/Recklessness (3)	90	15	22	22	18	-04	19	21	16	01	08	11	10	18	18	17	
	Happiness/Cheerfulness (2)	91	-06	-03	-04	-02	-03	-13	01	-13	02	01	-02	-10	-10	-07	-01	
	Submissiveness/Compliance (2)	92	08	02	04	06	-09	12	12	14	-03	03	05	11	00	07	05	

TABLE 3

Matrix of Subscale Intercorrelations (Test 04)

TEST #	Subscale Title (number of items)	Var. #	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	N	
13	Confidence in Personal Value and Belief System (12)	93	06	10	06	00	-04	-04	07	-09	07	04	13	-05	-07	06	06	229	
	Verbal and Communication Skills (2)	94	04	08	05	00	-01	-01	-03	-08	10	00	04	-02	-02	02	02		
	Interest in Creative Problem-Solving	95	04	12	05	-07	-15	-15	-04	-13	-06	03	03	-09	06	02	02		
	Aesthetic Sensitivity and Appreciation (3)	96	04	05	05	-07	05	04	06	00	12	04	07	07	10	09	05		
	Self-Confidence as a Learner (4)	97	04	11	05	-04	-04	-06	01	-02	08	01	04	-06	-08	05	04		
	Independence and Positive Self-Regard (17)	98	04	06	05	-04	06	-01	05	00	15	-01	05	-04	00	06	03		
	Creativity (4)	99	06	00	03	-07	04	-07	10	-12	04	00	06	-01	-06	06	05		
14	No Data																		
15	Self-Assertiveness (4)	105	-03	07	06	-02	-03	11	03	-02	01	10	07	02	09	04	06	172	
	Internal vs. External Locus of Control and Evaluation (16)	106	-06	-11	-04	06	-03	-05	-08	-03	-02	05	-07	-07	-04	-06	-06		
	Compliance and Conformity (4)	107	-17	-14	-21	-16	13	-04	-18	05	13	-10	-01	-01	-07	-13	-18		
	Independence and Self-Sufficiency (18)	108	-08	08	03	-01	-03	-09	02	02	03	11	03	03	02	01	01		
	Self-Depreciation & Self-Punishment (8)	109	10	21	17	13	01	16	14	08	14	08	08	12	21	17	15		
	Ambition and Self-Determination (2)	110	-05	-06	-01	13	17	01	-09	01	08	02	-06	08	08	02	02		
	Traditional Social Values	111	-10	-02	-04	-04	18	-03	-08	04	08	07	00	10	04	00	-03		
16	No Data																		
17	Concern for Others' Feelings (22)	118	-05	-01	-16	-20	12	-17	-13	-24	-13	00	-07	-30	-36	-09	-09	93	
	Feelings of Superiority (3)	119	-12	-21	-09	-03	01	03	-10	-01	11	-14	-14	-6	23	-14	-15		
	Self-Depreciation (2)	120	10	01	05	04	11	-01	-04	06	-09	-01	07	01	13	01	03		
	Demanding in Relationships with Others (3)	121	10	11	07	03	-04	10	02	-04	13	-03	-11	07	-03	06	01		
	Consideration for Others (11)	122	-07	09	-02	-06	15	01	-10	-15	02	06	-07	11	-03	-02	-04		
	Self-Centeredness (2)	123	-15	-07	00	08	-02	03	-04	-09	11	01	06	12	05	-04	-06		
	Prejudice and Lack of Tolerance (5)	124	-12	-13	-07	-06	-15	-01	-11	-02	18	-16	-08	04	15	-14	-18		
	Judgmental and Critical of Others (4)	125	-11	-13	-02	11	03	01	-11	06	-02	-09	05	08	19	-05	-05		
	Superiority and Lack of Tolerance (12)	126	-13	-17	-07	00	-06	01	-12	01	12	-15	-07	07	21	-13	-15		
18	No Data																		

TABLE 4

Matrix of Subscale Intercorrelations (Test 05)

EST #	Subscale Title (number of items)	Var #	39	40	41	42	43	44	45	46	47	48	N
05	Motivation to Succeed in School (3)	39	-										959
	Organization, Perseverance and Competence in School Work (7)	40	45	-									
	Preference for Working With Other Students (9)	41	03	03	-								
	Confidence in Front of the Class (3)	42	25	23	06	-							
	Confidence in Ability to do Well in School (6)	43	32	50	05	27	-						
	Attentiveness, Concentration, & Self-Discipline in School Work (11)	44	51	31	-01	36	23	-					
	Feelings of Acceptance and Involvement (2)	45	17	06	17	23	13	31	-				
	Preference for Clear Directions (2)	46	03	24	-01	04	18	-14	-09	-			
	Attitude Toward Studying and Homework (3)	47	47	37	-01	31	18	58	21	-03	-		
	Participation in Class Discussions (2)	48	16	21	14	35	28	05	05	07	11	-	
06	Teacher Interest in Individual Students (11)	49	21	29	-02	15	19	09	09	03	23	23	71
07	Teacher Relationship With The Student (16)	50	17	29	11	21	26	25	34	01	33	07	
	Student Involvement in Choosing and Planning Work (8)	51	06	13	-09	09	18	10	10	05	01	11	
	Attitudes Toward Grades in School (6)	52	49	49	10	-11	15	18	-01	17	38	-08	
	Attitudes Toward Competition in School (3)	53	00	07	-02	-03	09	-15	-35	13	02	10	
08	Teacher Temperment (6)	54	20	-33	-07	40	06	23	37	-13	24	-08	28
09	Teacher Fairness (5)	55	26	-08	-17	32	11	27	25	-22	36	-19	
	Teacher Dominance and Control (17)	56	-31	08	22	-30	-12	-33	-30	19	-56	00	
	Teacher Goals for Students (3)	57	21	02	-34	28	19	07	03	-03	09	18	
	Attitudes Toward Grades (4)	58	-06	-32	26	12	-07	-04	04	-06	-09	37	
	Attitudes Toward Competition (4)	59	-21	-04	-04	41	36	15	20	14	12	37	
	Opportunities to Work With Other Students (6)	60	20	15	-12	03	37	16	25	06	26	-14	
	Teacher Competence (6)	61	16	14	06	-03	33	19	46	-06	24	02	
	Student Freedom and Responsibility (6)	62	14	03	-04	07	41	23	45	-08	37	18	

TABLE 4

Matrix of Subscale Intercorrelations (Test 05)

EST #	Subscale Title (number of items)	Var. #	39	40	41	42	43	44	45	46	47	48	N
	Emphasis of Outside Learning (3)	63	03	29	14	-27	11	-03	-06	-12	01	-18	
	Teacher Understanding, Patience, and Interest (5)	64	21	-14	12	13	21	24	43	-14	39	-22	
10	Student Responsibility Regarding School Rules (3)	65	-01	11	09	-47	13	-10	-39	-03	-16	34	17
	Student Discipline and Control (4)	66	33	28	-34	-03	09	00	-40	22	12	21	
	Curriculum Based on Students' Needs and Interests (7)	67	-40	-26	28	-38	15	-02	-30	46	-34	04	
	Student Initiative and Independence (6)	68	-11	01	23	-29	57	-08	-26	27	-33	36	
	Curriculum Based on Learning to Solve Real-Life Problems (5)	69	10	11	-05	24	04	-11	-15	-13	14	-11	
	Compitition and Desire to Succeed	70	13	43	25	20	24	49	-04	20	15	31	
	Agreement with Traditional Classroom Values (7)	71	56	69	-04	00	12	17	05	11	17	25	
	Questioning, Exploring Orientation (3)	72	03	29	37	-12	27	11	-24	01	-28	36	
	Teacher Support of Independent Activities (5)	73	-12	-01	56	12	65	23	02	24	-27	24	
	Curriculum Based on Society's Needs and Problems (4)	74	-49	-29	58	-23	23	-14	-16	31	-60	36	
	Learning to Work Together (3)	75	10	11	44	-06	61	19	-37	26	-15	39	
11	Self Esteem (4)	76	31	28	26	20	33	37	26	29	24	12	36
	Energy Level (3)	77	-01	35	26	12	47	21	15	32	-08	33	
	Emotional Control (10)	78	16	28	10	03	27	31	-02	44	28	00	
	Sensitivity to Being Talked About or Criticized (3)	79	-02	-20	19	-38	13	-11	-09	14	08	23	
	Resilience - Recovery from Emotional Upset (4)	80	-14	21	28	-15	17	-10	04	19	-21	09	
	Self Confidence and Self-Assurance (21)	81	33	56	37	09	58	37	22	43	22	30	
	Sense of Well-Being (8)	82	34	35	15	26	30	45	06	24	27	08	
	Positive, Optimistic Attitude Toward Life (3)	83	05	37	17	-05	53	09	26	39	12	32	
	Self Understanding (5)	84	39	36	06	22	22	44	32	27	39	10	
12	Flexibility and Adaptability (8)	85	24	24	20	12	29	07	08	16	06	23	254
	Impulsiveness (6)	86	-22	-14	-06	-14	-06	-47	-30	19	-27	00	

TABLE 4

Matrix of Subscale Intercorrelations (Test 05)

TEST #	Subscale Title (number of items)		39	40	41	42	43	44	45	46	47	48	N
	Willingness to Risk (3)	87	12	02	06	15	-02	23	11	-15	15	-02	
	Prejudice/Conservatism (3)	88	00	11	-11	-03	04	-21	-22	21	-05	05	
	Compulsiveness (3)	89	02	21	-01	-06	13	-04	-04	21	03	17	
	Carfree/Recklessness (3)	90	-15	00	17	06	-03	-19	-06	03	-15	17	
	Happiness/Cheerfulness (2)	91	22	26	04	20	26	28	23	-06	22	08	
	Submissiveness/Compliance (2)	92	-18	-05	-01	-08	-08	-32	-16	12	-22	08	
13	Confidence in Personal Value and Belief System (12)	93	29	27	10	24	23	50	22	-14	28	23	177
	Verbal and Communication Skills (2)	94	06	14	-02	21	11	23	16	-09	03	14	
	Interest in Creative Problem-Solving	95	20	07	08	07	15	13	-06	03	21	17	
	Aesthetic Sensitivity and Appreciation (3)	96	19	24	23	22	19	21	05	-01	24	17	
	Self-Confidence as a Learner (4)	97	34	29	08	12	31	30	17	05	15	12	
	Independence and Positive Self-Regard (17)	98	40	42	22	23	35	28	09	00	36	25	
	Creativity (4)	99	24	31	02	05	24	15	07	00	13	13	
14	Conscientiousness and Pride in Work (6)	100	46	65	08	21	50	43	20	04	36	21	205
	Task Application and Diligence (11)	101	55	53	02	37	45	60	31	02	48	26	
	Ambition and Desire to Succeed (11)	102	42	37	12	13	46	24	19	01	28	22	
	Cooperation and Helpfulness (2)	103	25	38	-06	11	22	26	07	05	25	09	
15	Self-Assertiveness (4)	105	-04	10	-16	36	35	03	26	08	04	20	40
	Internal vs. External Locus of Control and Evaluation (16)	106	14	-17	-01	35	33	47	42	-41	15	-19	
	Compliance and Conformity (4)	107	21	35	-01	-04	-15	-01	-19	29	10	10	
	Independence and Self-Sufficiency (18)	108	31	-07	-13	09	41	09	35	-03	-21	05	
	Self-Depreciation and Self-Punishment (8)	109	-14	13	08	-15	-27	-42	-22	42	-14	-03	
	Ambition and Self-Determination (2)	110	04	35	14	-01	18	-12	12	30	-19	13	
	Traditional Social Values	111	34	41	-09	12	30	06	18	37	-06	20	

TABLE 4

Matrix of Subscale Intercorrelations (Test 05)

TEST #	Subscale Title (number of items)	Var #	39	40	41	42	43	44	45	46	47	48	N
16	Interpersonal Effectiveness	112	35	44	26	25	47	26	23	22	18	15	125
	Negative and Dysfunctional Social Responsiveness (14)	113	-21	-25	06	-07	-07	-31	-14	-04	-26	00	
	Orientation Toward Direction and Control of Others (6)	114	06	02	01	26	17	-09	-10	18	-02	28	
	Sensitivity to Others' Reactions (6)	115	09	06	14	-23	01	-25	-07	18	-06	-03	
	Openness to Giving and Receiving Feedback (4)	116	-03	10	-05	28	-01	12	02	-05	15	01	
	Preference for Competition (12)	117	10	-16	-09	27	22	-01	09	-08	-04	28	
17	Concern for Others' Feelings (22)	118	56	59	15	13	16	55	22	-11	48	11	22
	Feelings of Superiority (3)	119	-05	-04	-22	24	40	-27	-17	-09	-37	24	
	Self-Depreciation (2)	120	-02	-25	11	04	-10	-49	-03	32	-29	-18	
	Demanding in Relationships with Others (3)	121	-12	-13	-32	-12	13	-25	-20	07	-54	-25	
	Consideration for Others (11)	122	78	76	16	28	20	75	43	-27	55	29	
	Self-Centeredness (2)	123	-01	32	-18	-24	-04	07	-09	14	02	-16	
	Prejudice and Lack of Tolerance (5)	124	-34	-35	-29	-04	-35	-42	-44	17	-04	-15	
	Judgmental and Critical of Others (4)	125	-19	-53	02	26	02	-43	-04	10	-32	07	
	Superiority and Lack of Tolerance (12)	126	-25	-41	-21	19	01	-49	-29	08	-31	06	
18	No Data												

TABLE 5

Matrix of Subscale Intercorrelations (Test 06-07)

TEST #	Subscale Title (number of items)	Var. #	49	50	51	52	53	N
06	Teacher Interest in Individual Students (11)	49	-					768
07	Teacher Relationship With The Student (16)	50	59	-				
	Student Involvement in Choosing and Planning Work (8)	51	49	23	-			
	Attitudes Toward Grades in School (6)	52	24	43	01	-		
	Attitudes Toward Competition in School (3)	53	07	08	04	-02	-	
08-09	No Data							
10	Student Responsibility Regarding School Rules (3)	65	48	53	22	18	19	40
	Student Discipline and Control (4)	66	17	03	-03	40	-26	
	Curriculum Based on Students' Needs and Interests (7)	67	00	02	10	-12	03	
	Student Initiative and Independence (6)	68	35	29	34	31	-02	
	Curriculum Based on Learning to Solve Real Problems (5)	69	29	26	39	19	10	
	Competition and Desire to Succeed	70	05	-03	-03	32	-06	
	Agreement with Traditional Classroom Values (7)	71	09	11	04	39	-04	
	Questioning, Exploring Orientation (3)	72	13	24	-21	22	21	
	Teacher Support of Independent Activities (5)	73	09	21	05	-28	13	
	Curriculum Based on Society's Needs and Problems (4)	74	20	15	16	24	04	
	Learning to Work Together (3)	75	07	16	15	10	09	
11	Self Esteem (4)	76	07	31	08	13	02	245
	Energy Level (3)	77	02	08	-03	13	-04	
	Emotional Control (10)	78	19	29	03	18	-04	
	Sensitivity to Being Talked About or Criticized (3)	79	07	02	11	-02	02	
	Resilience - Recovery from Emotional Upset (4)	80	12	21	-02	11	-04	
	Self-Confidence and Self-Assurance (21)	81	21	38	-01	22	07	
	Sense of Well-Being (8)	82	07	26	-05	18	-01	
	Positive, Optimistic Attitude Toward Life (3)	83	18	22	05	04	-10	
	Self-Understanding (5)	84	-15	09	-08	09	-02	

TABLE 5

Matrix of Subscale Intercorrelations (Test 06-07)

TEST #	Subscale Title (number of items)	Var. #	49	50	51	52	53	N
12	No Data							
13	Confidence in Personal Value and Belief System (12)	93	02	18	05	03	02	129
	Verbal and Communication Skills (2)	94	05	12	21	-04	-05	
	Interest in Creative Problem-Solving	95	06	06	07	14	03	
	Aesthetic Sensitivity and Appreciation (3)	96	07	16	04	23	09	
	Self-Confidence as a Learner (4)	97	06	03	14	25	-06	
	Independence and Positive Self-Regard	98	17	13	09	25	08	
	Creativity (4)	99	07	09	03	10	04	
14	Conscientiousness and Pride in Work (6)	100	29	47	13	12	11	133
	Task Application and Diligence (11)	101	03	21	-10	16	11	
	Ambition and Desire to Succeed (11)	102	14	25	06	21	23	
	Cooperation and Helpfulness (2)	103	13	25	04	-03	06	
15	Self-Assertiveness (4)	105	19	-12	-02	-07	01	115
	Internal vs. External Locus of Control and Evaluation (16)	106	00	34	02	07	-01	
	Compliance and Conformity (4)	107	14	01	-11	29	04	
	Independence and Self-Sufficiency (18)	108	24	09	-05	11	06	
	Self-Depreciation and Self-Punishment (8)	109	07	-17	-06	02	07	
	Ambition and Self-Determination (2)	110	10	-03	11	00	09	
	Traditional Social Values	111	29	10	-10	19	09	
16	Interpersonal Effectiveness	112	19	18	01	28	45	18
	Negative and Dysfunctional Social Responsiveness (14)	113	-08	-17	-09	-41	-26	
	Orientation Toward Direction and Control of Others (6)	114	00	-22	-12	-06	-04	
	Sensitivity to Others' Reactions (6)	115	14	-30	-08	03	30	
	Openness to Giving and Receiving Feedback (4)	116	-01	18	-06	05	-46	
	Preference for Competition (12)	117	-08	-01	09	-12	-39	

TABLE 5

Matrix of Subscale Intercorrelations (Test 06-07)

TEST #	Subscale Title (number of items)	Var #	49	50	51	52	53	N
17	Concern for Others' Feelings (22)	118	13	37	-01	47	05	82
	Feelings of Superiority (3)	119	05	-05	16	-26	-03	
	Self-Depreciation (2)	120	02	-15	-04	-10	06	
	Demanding in Relationships with Others (3)	121	04	-25	08	-18	-04	
	Consideration for Others (11)	122	27	12	10	21	21	
	Self-Centeredness (2)	123	11	-02	-03	-01	-06	
	Prejudice and Lack of Tolerance (5)	124	-05	-37	-03	-28	-08	
	Judgmental and Critical of Others (4)	125	14	-10	12	-29	10	
	Superiority and Lack of Tolerance (12)	126	05	-25	10	-36	-01	
18	Acceptance by Others	127	06	11	21	14	05	106
	Friendliness (11)	128	25	23	-11	31	17	
	Shyness (10)	129	-04	-05	-04	03	-08	
	Belief and Trust in Man (14)	130	14	16	31	18	03	
	Openness and Authenticity (7)	131	19	24	04	23	23	
	Social Responsibility (2)	132	13	10	06	20	13	
	Attitudes Toward Older People (3)	133	29	33	31	35	23	
	Lack of Social Concern (2)	134	-06	-21	-18	-09	-07	

TABLE 6

Matrix of Subscale Intercorrelations (Test 08-09)

TEST #	Subscale Title (number of items)	Var. #	54	55	56	57	58	59	60	61	62	63	64	N
08	Teacher Temperment (6)	54	-											440
09	Teacher Fairness (5)	55	66	-										
	Teacher Dominance & Control (17)	56	-63	-68	-									
	Teacher Goals for Students (3)	57	29	27	-36	-								
	Attitudes Toward Grades (4)	58	-09	-12	06	-06	-							
	Attitudes Toward Competition (4)	59	23	12	-21	15	-14	-						
	Opportunities to Work With Other Students (6)	60	33	28	-42	27	-09	22	-					
	Teacher Competence (6)	61	47	48	-50	29	-19	18	41	-				
	Student Freedom and Responsibility (6)	62	19	08	-33	19	-01	15	32	28	-			
	Emphasis on Outside Learning (3)	63	30	22	-32	20	-20	19	36	43	28	-		
	Teacher Understanding, Patience, and Interest (5)	64	49	52	-53	33	-12	21	41	58	35	31	-	
10	No Data													
11	Self Esteem (4)	76	23	15	-03	25	02	14	15	06	-05	13	13	61
	Energy Level (3)	77	22	13	-02	04	-08	11	00	21	-01	-03	29	
	Emotional Control (10)	78	21	25	-19	29	09	05	09	19	-04	17	23	
	Sensitivity to Being Talked About or Criticized (3)	79	-04	-09	03	-16	06	06	16	-13	07	-05	01	
	Resilience - Recovery from Emotional Upset (4)	80	31	37	-24	26	-03	17	15	39	05	17	54	
	Self-Confidence and Self-Assurance (21)	81	43	38	-29	31	12	12	21	33	12	21	43	
	Sense of Well-Being (8)	82	20	13	-03	15	06	-11	-03	13	-04	07	16	
	Positive, Optimistic Attitude Toward Life (3)	83	33	12	-20	45	18	08	32	21	10	22	26	
	Self Understanding (5)	84	03	05	01	18	08	-01	-14	-05	-19	05	-09	
12	No Data													
13	Confidence in Personal Value and Belief System (12)	93	47	31	-31	47	-43	19	51	48	09	64	18.	27
	Verbal and Communication Skills (2)	94	35	24	-56	39	-29	35	52	33	-07	39	09	
	Interest in Creative Problem-Solving	95	36	25	-37	48	-23	31	41	62	41	42	38	

TABLE 6

Matrix of Subscale Intercorrelations (Test 08-09)

TEST #	Subscale Title (number of items)	Var #	54	55	56	57	58	59	60	61	62	63	64	N	
	Aesthetic Sensitivity & Appreciation (3)	96	40	54	-49	39	-26	36	48	47	23	38	41		
	Self-Confidence as a Learner (4)	97	31	28	-57	39	-30	29	46	48	07	28	21		
	Independence & Positive Self-Regard (17)	98	13	33	-35	44	-29	37	56	75	42	27	53		
	Creativity (4)	99	25	33	-54	21	-25	32	51	70	12	50	38		
14	No Data														
15	No Data														
16	Interpersonal Effectiveness	112	-04	-01	-02	20	-15	11	23	19	10	02	22	183	
	Negative and Dysfunctional Social Responsiveness (14)	113	-20	-21	07	00	24	-11	-14	-07	11	-17	02		
	Orientation Toward Direction and Control of Others (6)	114	-07	-09	04	05	14	-11	-09	-01	05	-05	00		
	Sensitivity to Others' Reactions (6)	115	-18	-05	-02	-01	04	-01	-09	-06	06	-21	-04		
	Openness to Giving and Receiving Feedback (4)	116	18	17	-21	10	02	16	10	16	-01	08	12		
	Preference for Competition (12)	117	17	00	-12	11	-21	58	08	18	04	11	22		
17	No Data														
18	Acceptance by Others (21)	127	30	56	-21	38	-02	-15	56	11	64	44	68	18	
	Friendliness (11)	128	18	40	-03	40	12	-11	42	23	54	29	65		
	Shyness (10)	129	24	09	-10	20	-49	20	-18	03	03	-02	33		
	Belief and Trust in Man (14)	130	01	26	04	08	-21	17	26	-01	35	39	30		
	Openness and Authenticity (7)	131	-24	-10	26	16	53	-46	-07	-05	14	-13	12		
	Social Responsibility (2)	132	04	-08	32	-01	-06	11	-06	-31	06	49	05		
	Attitudes Toward Older People (3)	133	-07	-10	10	-24	42	-18	-13	-03	-04	-29	-19		
	Lack of Social Concern (2)	134	52	35	-57	09	02	23	30	27	01	02	17		

TABLE 7

Matrix of Subscale Intercorrelations (Test 10)

TEST #	Subscale Title (number of items)	Var. #	65	66	67	68	69	70	71	72	73	74	75	N
10	Student Responsibility Regarding School Rules (3)	65	-											565
	Student Discipline and Control (4)	66	19	-										
	Curriculum Based on Students' Needs and Interests (7)	67	13	-18	-									
	Student Initiative and Independence (6)	68	51	09	30	-								
	Curriculum Based on Learning to Solve Real-Life Problems (5)	69	09	-16	42	18	-							
	Competition and Desire to Succeed	70	30	34	-01	33	-12	-						
	Agreement With Traditional Classroom Values (7)	71	45	44	-04	43	-07	54	-					
	Questioning, Exploring Orientation (3)	72	26	02	19	34	06	20	21	-				
	Teacher Support of Independent Activities (5)	73	06	-42	33	17	20	-26	-28	14	-			
	Curriculum Based on Society's Needs and Problems (4)	74	36	12	32	54	22	32	35	34	09	-		
	Learning to Work Together (3)	75	37	00	37	44	27	21	19	28	23	43	-	
11	Self Esteem (4)	76	08	13	-04	24	02	21	15	04	-05	06	10	199
	Energy Level (3)	77	08	03	03	27	12	17	20	09	03	16	01	
	Emotional Control (10)	78	06	00	-02	16	00	17	13	11	-02	12	08	
	Sensitivity to Being Talked About or Criticized (3)	79	11	06	07	01	09	-06	-03	11	08	03	06	
	Resilience - Recovery from Emotional Upset (4)	80	05	-05	10	18	11	21	14	04	10	07	15	
	Self-Confidence and Self-Assurance (21)	81	18	06	11	38	15	31	27	15	05	22	21	
	Sense of Well-Being (8)	82	08	09	-05	15	-03	21	13	01	-09	12	02	
	Positive, Optimistic Attitude Toward Life (3)	83	21	27	06	31	07	32	26	16	-04	30	19	
	Self Understanding (5)	84	-01	14	-16	01	-15	14	07	-08	-16	-01	-09	
12	No Data													
13	Confidence in Personal Value and Belif System (12)	93	11	-17	15	18	23	-08	01	-16	16	06	24	56
	Verbal and Communication Skills (2)	94	29	-11	26	21	04	-11	10	18	13	00	02	
	Interest in Creative Problem-Solving	95	25	-06	09	01	22	-08	-02	-13	03	14	13	
	Aesthetic Sensitivity and Appreciation (3)	96	13	-14	21	24	02	03	04	12	02	17	20	

TABLE 7

Matrix of Subscale Intercorrelations (Test 10)

TEST #	Subscale Title (number of items)	Var #	65	66	67	68	69	70	71	72	73	74	75	N
	Self-Confidence as a Learner (4)	97	-12	-04	-20	02	-15	05	08	-08	-18	-04	-15	
	Independence and Positive Self-Regard (17)	98	03	-08	16	11	23	-10	05	12	03	15	19	
	Creativity (4)	99	-08	04	00	-11	10	-11	00	07	-01	-19	-12	
14	Conscientiousness and Pride in Work (6)	100	18	19	-03	30	-11	25	35	10	-08	21	08	230
	Task Application and Diligence (11)	101	07	21	-13	19	-14	17	16	04	-04	08	-03	
	Ambition and Desire to Succeed (11)	102	24	17	00	36	-01	31	35	11	02	26	16	
	Cooperation and Helpfulness (2)	103	04	15	-03	09	-17	12	13	-08	-08	02	00	
15	Self-Assertiveness (4)	105	23	-05	02	21	18	11	01	-14	12	06	14	88
	Internal vs. External Locus of Control and Evaluation (16)	106	-01	-14	-04	08	07	02	00	-04	-02	-10	00	
	Compliance and Conformity (4)	107	37	17	-14	26	-06	16	51	-01	-12	24	20	
	Independence and Self-Sufficiency (18)	108	08	-12	13	22	10	02	01	-08	13	04	04	
	Self-Depreciation & Self-Punishment (8)	109	26	25	09	18	07	15	32	14	02	36	32	
	Ambition and Self-Determination (2)	110	41	05	27	26	22	03	18	-02	22	21	35	
	Traditional Social Values	111	45	13	04	44	02	20	45	-08	04	33	28	
16	Interpersonal Effectiveness	112	57	-15	24	34	32	-17	28	02	19	33	63	23
	Negative and Dysfunctional Social Responsiveness (14)	113	-10	-15	19	-07	-27	-03	-34	-24	22	-02	-28	
	Orientation Toward Direction and Control of Others (6)	114	-24	-18	32	19	45	02	-09	16	16	-16	07	
	Sensitivity to Others' Reactions (6)	115	34	18	08	-04	23	-11	26	-49	-12	02	-28	
	Openness to Giving and Receiving Feedback (4)	116	-22	-41	14	05	-11	03	-53	44	43	06	15	
	Preference for Competition (12)	117	-59	10	-04	-23	02	-01	-11	06	06	-32	-12	
17	Concern for Others' Feelings (22)	118	16	04	-05	14	-18	-01	26	-10	-18	-18	08	47
	Feelings of Superiority (3)	119	07	00	09	05	17	15	-03	04	19	26	02	
	Self-Depreciation (2)	120	19	-09	-13	-09	11	-22	-19	04	25	-02	-06	
	Demanding in Relationships with Others (3)	121	12	-08	-27	12	00	-14	-11	32	33	-12	07	
	Consideration for Others (11)	122	42	08	-03	38	07	20	39	19	-22	17	38	

TABLE 7

Matrix of Subscale Intercorrelations (Test 10)

TEST #	Subscale Title (number of items)	Var. #	65	66	67	68	69	70	71	72.	73	74	75	N
	Self-Centeredness (2)	123	-09	-27	12	-04	40	-02	-10	-12	-02	11	-12	
	Prejudice and Lack of Tolerance (5)	124	-10	21	00	-02	-22	15	-01	-03	-18	13	-07	
	Judgmental and Critical of Others (4)	125	16	-04	-21	21	25	-08	-09	11	14	24	03	
	Superiority and Lack of Tolerance (12)	126	05	09	-07	11	07	11	-06	06	05	29	-01	
18	Acceptance by Others (21)	127	-04	-18	-05	25	-01	-13	05	-12	05	00	05	107
	Friendliness (11)	128	18	-09	07	35	05	-01	14	-03	07	20	29	
	Shyness (10)	129	27	23	14	08	05	17	11	07	-04	28	16	
	Belief and Trust in Man (14)	130	-15	-19	06	04	-18	-19	-06	-06	09	-13	03	
	Openness and Authenticity (7)	131	01	-28	11	26	04	-23	05	-03	28	07	11	
	Social Responsibility (2)	132	37	19	08	36	03	18	30	18	05	33	16	
	Attitudes Toward Older People (3)	133	00	07	01	14	-06	-07	-17	-02	-06	05	-04	
	Lack of Social Concern (2)	134	-08	20	-26	-14	-14	18	07	-23	-18	-15	-16	

TABLE 8

Matrix of Subscale Intercorrelations (Test 11)

TEST #	Subscale Title (number of items)	Var #	76	77	78	79	80	81	82	83	84	N
11	Self Esteem (4)	76	-									977
	Energy Level (3)	77	24	-								
	Emotional Control (10)	78	39	14	-							
	Sensitivity to Being Talked About or Criticized (3)	79	-24	-17	-38	-						
	Resilience - Recovery from Emotional Upset (4)	80	28	16	44	-30	-					
	Self-Confidence and Self-Assurance (21)	81	60	32	67	-35	70	-				
	Sense of Well-Being (8)	82	47	35	57	-43	36	59	-			
	Positive, Optimistic Attitude Toward Life (3)	83	38	13	39	-08	34	59	25	-		
	Self Understanding (5)	84	42	19	37	-33	19	33	64	16	-	
12	No Data											
13	Confidence in Personal Value and Belief System (12)	93	28	47	52	-32	43	64	44	31	28	41
	Verbal and Communication Skills (2)	94	22	-15	16	-10	24	33	16	14	-04	
	Interest in Creative Problem-Solving	95	09	-03	-07	-06	11	15	-15	-10	-03	
	Aesthetic Sensitivity & Appreciation (3)	96	19	15	02	06	23	12	08	13	12	
	Self-Confidence as a Learner (4)	97	35	07	23	-16	41	36	08	18	-15	
	Independence and Positive Self-Regard	98	36	12	24	-04	33	42	-06	38	02	
	Creativity (4)	99	45	32	64	-25	23	55	31	29	23	
14	Conscientiousness and Pride in Work (6)	100	32	28	31	-17	26	48	31	46	21	264
	Task Application and Diligence (11)	101	33	31	36	-36	30	50	54	29	33	
	Ambition and Desire to Succeed (11)	102	25	24	19	-19	29	47	30	37	15	
	Cooperation and Helpfulness (2)	103	14	10	29	-19	25	29	25	23	19	
15	No Data											
16	Interpersonal Effectiveness	112	25	40	50	12	10	39	22	48	09	26
	Negative and Dysfunctional Social Responsiveness (14)	113	-39	07	-50	06	-25	-44	-58	-14	-28	
	Orientation Toward Direction and Control of Others (6)	114	-29	36	-07	38	-04	-06	-37	20	-30	

TABLE 8

Matrix of Subscale Intercorrelations (Test 11)

TEST #	Subscale Title (number of items)	Var #	76	77	78	79	80	81	82	83	84	N
	Sensitivity to Others' Reactions (6)	115	-17	07	09	29	02	13	-40	14	-35	
	Openness to Giving and Receiving Feedback (4)	116	-03	-33	-15	06	-08	-14	-14	-17	-12	
	Preference for Competition (12)	117	01	16	08	-05	04	18	-04	37	-33	
17	Concern for Others' Feelings (22)	118	07	35	04	-02	-01	19	25	00	-01	53
	Feelings of Superiority (3)	119	-10	-25	00	-11	10	-14	-23	04	-02	
	Self-Depreciation (2)	120	-22	-09	-28	15	-08	-43	-08	-07	03	
	Demanding in Relationships with Others (3)	121	-32	-14	-06	02	-09	-23	-13	05	-12	
	Consideration of Others (11)	122	-19	49	-06	05	-04	25	-03	17	-23	
	Self-Centeredness (2)	123	-05	26	08	00	-13	07	13	17	-10	
	Prejudice and Lack of Tolerance (5)	124	-13	-24	18	-23	19	08	05	07	13	
	Judgmental and Critical of Others (4)	125	-11	-31	-17	-14	-10	-07	-35	00	-04	
	Superiority and Lack of Tolerance (12)	126	-14	-33	03	-21	10	-12	-19	05	04	
18	Acceptance by Others (21)	127	45	19	46	-24	42	60	58	47	40	134
	Friendliness (11)	128	26	-03	21	-01	40	42	17	35	-03	
	Shyness (10)	129	-37	-25	-38	38	-37	-46	-55	-11	-35	
	Belief and Trust in Man (14)	130	30	08	17	-20	26	36	34	39	17	
	Openness and Authenticity (7)	131	40	19	21	-23	38	47	40	30	25	
	Social Responsibility (2)	132	06	-01	01	10	10	15	-01	19	-05	
	Attitudes Toward Older People (3)	133	32	18	30	-23	24	37	30	33	28	
	Lack of Social Concern (2)	134	-14	-20	01	11	-19	-15	-23	-03	-05	

TABLE 9

Matrix of Subscale Intercorrelations (Test 12)

TEST #	Subscale Title (number of items)	Var #	85	86	87	88	89	90	91	92	N
12	Flexibility and Adaptability (8)	85	-								802
	Impulsiveness (6)	86	07	-							
	Willingness to Risk (3)	87	03	-12	-						
	Prejudice/Conservatism (3)	88	01	17	-31	-					
	Compulsiveness (3)	89	19	12	-22	19	-				
	Carefree/Recklessness (3)	90	03	25	-08	10	12	-			
	Happiness/Cheerfulness (2)	91	13	-23	14	-12	-09	-07	-		
	Submissiveness/Compliance (2)	92	-02	31	-23	25	24	21	-29	-	
13	Confidence in Personal Value and Belief System (12)	93	24	-31	22	-24	-11	-24	36	-41	358
	Verbal and Communication Skills (2)	94	03	-29	24	-22	-11	-17	24	-32	
	Interest in Creative Problem-Solving	95	31	-10	20	-16	-07	-12	16	-12	
	Aesthetic Sensitivity and Appreciation (3)	96	32	-06	03	-08	06	-15	10	-06	
	Self-Confidence as a Learner (4)	97	18	-15	00	-10	04	-10	23	-10	
	Independence and Positive Self-Regard (17)	98	51	-05	-03	-06	13	-08	24	-09	
	Creativity (4)	99	22	-23	05	-11	-03	-22	37	-20	
14	Conscientiousness and Pride in Work (6)	100	28	-27	-01	-11	13	-19	13	-26	92
	Task Application and Diligence (11)	101	36	-41	25	-26	-06	-14	22	-35	
	Ambition and Desire to Succeed (11)	102	45	-27	11	-10	-06	-02	14	-33	
	Cooperation and Helpfulness (2)	103	22	06	06	01	00	-01	12	-09	
15	No Data										
16	No Data										
17	No Data										
18	No Data										

TABLE 10

Matrix of Subscale Intercorrelations (Test 13)

TEST #	Subscale Title (number of items)	Var #	93	94	95	96	97	98	99	N.
13	Confidence in Personal Value and Belief System (12)	93	-							808
	Verbal and Communication Skills (2)	94	43	-						
	Interest in Creative Problem-Solving	95	29	10	-					
	Aesthetic Sensitivity and Appreciation (3)	96	21	07	25	-				
	Self-Confidence as a Learner (4)	97	28	21	14	24	-			
	Independence and Positive Self-Regard (17)	98	39	10	35	67	46	-		
	Creativity (4)	99	42	24	22	32	40	55	-	
14	Conscientiousness and Pride in Work (6)	100	26	-21	10	45	42	61	51	79
	Task Application and Diligence (11)	101	41	10	33	22	05	15	15	
	Ambition and Desire to Succeed (11)	102	39	-16	23	27	34	46	44	
	Cooperation and Helpfulness (2)	103	24	-12	11	37	33	39	37	
15	No Data									
16	No Data									
17	Concern for Others' Feelings (22)	118	40	-02	23	04	-07	03	-20	24
	Feelings of Superiority (3)	119	-29	-09	-05	19	14	16	06	
	Self-Depreciation (2)	120	-39	-13	-02	-34	18	-32	-39	
	Demanding in Relationships with Others (3)	121	-13	-02	-31	-31	16	-32	-29	
	Consideration of Others (11)	122	57	00	26	33	-06	37	20	
	Self-Centeredness (2)	123	-23	-02	-37	-10	-30	-13	29	
	Prejudice and Lack of Tolerance (5)	124	-40	-19	-28	-13	-14	-17	-07	
	Judgmental and Critical of Others (4)	125	-11	-01	17	35	35	36	09	
	Superiority and Lack of Tolerance (12)	126	-35	-13	-09	15	12	12	03	
18	No Data									

TABLE 11

Matrix of Subscale Intercorrelations (Test 14)

TEST #	Subscale Title (number of items)	Var #	100	101	102	103	N
14	Conscientiousness and Pride in Work (6)	100	-				1245
	Task Application and Diligence (11)	101	37	-			
	Ambition and Desire to Succeed (11)	102	55	50	-		
	Cooperation and Helpfulness (2)	103	38	25	23	-	
15	Self-Assertiveness (4)	105	36	27	34	18	315
	Internal vs. External Locus of Control and Evaluation (16)	106	08	49	20	05	
	Compliance and Conformity (4)	107	36	09	30	28	
	Independence and Self-Sufficiency (18)	108	41	27	40	03	
	Self-Depreciation and Self-Punishment (8)	109	04	-31	02	00	
	Ambition and Self-Determination (2)	110	24	13	27	05	
	Traditional Social Values	111	55	29	52	16	
16	Interpersonal Effectiveness	112	60	13	39	25	51
	Negative and Dysfunctional Social Responsiveness (14)	113	-14	-24	-19	-02	
	Orientation Toward Direction and Control of Others (6)	114	-10	-32	-25	-03	
	Sensitivity to Others' Reactions (6)	115	05	-38	04	05	
	Openness to Giving and Receiving Feedback (4)	116	-08	01	20	00	
	Preference for Competition (12)	117	19	-03	-02	-02	
17	No Data						
18	No Data						

TABLE 12

Matrix of Subscale Intercorrelations (Test 15)

TEST #	Subscale Title (number of items)	Var. #	105	106	107	108	109	110	111	N
15	Self-Assertiveness (4)	105	-							955
	Internal vs. External Locus of Control and Evaluation (16)	106	08	-						
	Compliance and Conformity (4)	107	11	-20	-					
	Independence and Self-Sufficiency (18)	108	45	09	16	-				
	Self-Depreciation and Self-Punishment (8)	109	01	-56	21	-01	-			
	Ambition and Self-Determination (2)	110	20	-05	14	27	15	-		
	Traditional Social Values	111	44	-03	57	66	18	54	-	
16	Interpersonal Effectiveness	112	15	23	48	23	-20	22	50	90
	Negative and Dysfunctional Social Responsiveness (14)	113	38	-59	-06	26	52	04	10	
	Orientation Toward Direction and Control of Others (6)	114	29	-31	-03	13	27	16	19	
	Sensitivity to Others' Reactions (6)	115	17	-45	28	26	46	27	28	
	Openness to Giving and Receiving Feedback (4)	116	19	02	-18	-15	04	09	-13	
	Preference for Competition (12)	117	24	09	30	19	-08	34	47	
17	Concern for Others' Feelings (22)	118	00	38	12	-26	-39	04	-03	52
	Feelings of Superiority (3)	119	23	-23	10	41	24	-18	23	
	Self-Depreciation (2)	120	13	-19	13	38	33	06	20	
	Demanding in Relationships with Others (3)	121	08	-54	-21	-10	42	-05	-07	
	Consideration for Others (11)	122	17	12	22	15	07	21	31	
	Self-Centeredness (2)	123	-01	-01	20	36	16	-09	40	
	Prejudice and Lack of Tolerance (5)	124	08	-38	-09	09	46	00	10	
	Judgmental and Critical of Others (4)	125	00	-23	10	16	23	-09	14	
	Superiority and Lack of Tolerance (12)	126	13	-37	02	26	41	-10	19	
18	Acceptance by Others (21)	127	40	22	04	15	-28	15	19	34
	Friendliness (11)	128	11	01	07	-23	05	-03	06	
	Shyness (10)	129	-38	-31	28	-11	27	16	13	

TABLE 12

Matrix of Subscale Intercorrelations (Test 15)

TEST #	Subscale Title (number of items)	Var. #	105	106	107	108	109	110	111	N.
	Belief and Trust in Man (14)	130	-08	08	-22	-40	-12	-14	-23	
	Openness and Authenticity (7)	131	16	34	-15	19	-22	02	13	
	Social Responsibility (2)	132	12	-07	30	27	12	33	36	
	Attitudes Toward Older People (3)	133	13	04	-02	-03	07	-03	00	
	Lack of Social Concern (2)	134	08	-02	09	18	-04	15	10	

TABLE 13

Matrix of Subscale Intercorrelations (Test 16)

TEST #	Subscale Title (number of items)	Var #	112	113	114	115	116	117	N
16	Interpersonal Effectiveness	112	-						636
	Negative and Dysfunctional Social Responsiveness (14)	113	-23	-					
	Orientation Toward Direction and Control of Others (6)	114	-11	32	-				
	Sensitivity to Others' Reactions (6)	115	15	31	16	-			
	Openness to Giving and Receiving Feedback (4)	116	-05	00	12	-10	-		
	Preference for Competition (12)	117	14	-04	17	-05	08	-	
17	Concern for Others' Feelings (22)	118	60	-55	-55	08	-10	-21	81
	Feelings of Superiority (3)	119	-48	26	46	-03	24	23	
	Self-Depreciation (2)	120	-23	36	16	-3	15	-02	
	Demanding in Relationships with Others (3)	121	-39	27	42	10	17	20	
	Consideration for Others (11)	122	68	-27	-31	23	-09	-03	
	Self-Centeredness (2)	123	05	24	03	-07	-17	04	
	Prejudice and Lack of Tolerance (5)	124	-49	28	38	-11	-03	15	
	Judgmental and Critical of Others (4)	125	-45	51	40	02	20	08	
	Superiority and Lack of Tolerance (12)	126	-57	42	49	-05	14	17	
18	No Data								

TABLE 14

Matrix of Subscale Intercorrelations (Test 17)

TEST #	Subscale Title (number of items)	Var. #	118	119	120	121	122	123	124	125	126	N
17	Concern for Others' Feelings (22)	118	-									568
	Feelings of Superiority (3)	119	-52	-								
	Self-Depreciation (2)	120	-30	22	-							
	Demanding in Relationships with Others (3)	121	-27	28	20	-						
	Consideration for Others (11)	122	54	-21	-10	-21	-					
	Self-Centeredness (2)	123	-32	20	11	05	-01	-				
	Prejudice and Lack of Tolerance (5)	124	-54	50	19	31	-31	21	-			
	Judgmental and Critical of Others (4)	125	-53	49	27	20	-16	22	47	-		
	Superiority and Lack of Tolerance (12)	126	-65	78	28	33	-29	26	85	79	-	
18	Acceptance by Others (21)	127	30	-02	-26	-31	33	-15	-10	-23	-15	128
	Friendliness (11)	128	46	-14	-27	-23	69	-19	-09	-16	-16	
	Shyness (10)	129	-14	12	15	11	-26	-05	17	16	19	
	Belief and Trust in Man (14)	130	44	-12	-16	-23	37	-23	-22	-32	-28	
	Openness and Authenticity (7)	131	36	-20	-19	-29	39	-22	-25	-43	-37	
	Social Responsibility (2)	132	07	-10	-09	-08	27	07	-01	01	-04	
	Attitudes Toward Older People (3)	133	42	-11	-19	06	32	-16	-07	-17	-14	
	Lack of Social Concern (2)	134	-42	12	24	09	-42	29	27	16	24	

TABLE 15

Matrix of Subscale Intercorrelations (Test 18)

TEST #	Subscale Title (number of items)	Var. #	127	128	129	130	131	132	133	134	N
18	Acceptance by Others (21)	127	-								760
	Friendliness (11)	128	48	-							
	Shyness (10)	129	-47	-19	-						
	Belief and Trust in Man (14)	130	45	30	-37	-					
	Openness and Authenticity (7)	131	52	41	-34	35	-				
	Social Responsibility (2)	132	12	25	05	-01	13	-			
	Attitudes Toward Older People (3)	133	26	22	-21	19	26	09	-		
	Lack of Social Concern (2)	134	-14	-19	12	-24	-19	-03	-19	-	

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SECTION 2

OBSERVATION OF AFFECTIVE BEHAVIOR

The section following is a discussion of the development of a method of recording observations of affective behavior in the school or classroom. The creation of the checklist, its use by teachers in the data collecting process of the affective project, and the revisions made in the checklist following the data analysis are all discussed. Instructions for the use of the checklist by the observor (teacher, student, parent, etc.) are included along with suggestions for various uses of the information collected.

Although many observation systems and checklists exist for the use of the teacher in the classroom, the lack of any form adequate to record a teacher's observations of what could be considered affective behavior became apparent early in the affective project work with teachers. The initial purpose of the development of the Affective Checklist was to meet this need. The checklist is not limited to the use of the teacher, however, but could provide a means of recording observations in a variety of settings with various types of observors.

Teacher Assessment of Student Affect

Teacher assessments of student affect provide essential data for the development of educational programs and strategies that meet the needs of students. They provide the teacher with information regarding the effect of these programs and the effect of his own behavior on the students. Such assessments can also provide feedback to students regarding the way their affect is coming across to another person.

Teachers not only do make these assessments, but they should. Much of what the teacher does, and most modification of his own behavior, is based on these assessments. Some teachers are much more sensitive than others to a student's feelings, have a better understanding of what they mean, and are able to respond more appropriately and constructively. Most affective feedback from students is non-verbal (facial expression, body attitudes, tone of voice), or has to be inferred from what the student says or does. Learning to be aware of the feedback and to interpret it correctly is an important skill for the teacher to develop.

Some teachers seem to be unaware of student feelings, or are unconcerned. Teachers misinterpret or misread student feelings and respond without checking their data. Many teachers respond to their own feelings rather than to the needs of their students. When they are angry, they respond with anger. When they are confused or frustrated, they respond with efforts to control. They reinforce dependency on the part of a student, because it makes them feel important, needed, and in control, when they perhaps should be encouraging and supporting independence and self-direction. They respond to rebelliousness and hostility with anger and hostility, or hurt and indignation, without seeking to understand the student's feelings. They tell a student to change his attitudes without exploring and basis for these attitudes. They respond to the student by punishing him for his behavior, rather than be reporting to the student how the behavior makes the teacher feel and seeking to understand the student's feelings.

We all make these mistakes in relating to other person, but it is particularly important for teachers to become aware of the nature and effectiveness of their interaction with students. Collecting, recording (even mentally), interpreting, and acting on this data with thirty or more students is not an easy task. It is too easy to focus on only a few students, usually those who stand out because of readily apparent positive or negative affect. Those whose feelings are not so apparent, or who are not forcing a teacher to deal with their affect, may receive very little attention, but these students may need this attention as much or more than the other students.

Recordkeeping in the classrooms of today's schools has become an insurmountable, tedious, time-consuming task for most teachers. This fact, however, in no way minimizes the importance of some accurate method of recording the progress of the student. As teachers realize the necessity of individualizing instruction in the classrooms the effort to track the progress of students is magnified. As more teachers recognize the importance of focusing on the development of positive affect in students, another dimension of paperwork is added to that already required in most schools. The use of teacher aides to perform many or most of these record-keeping functions is an answer that has been working in some schools, but all teachers are not fortunate enough to have an aide available for such duties. Often, in the IERSC workshops, teachers have requested a form which would provide a simple yet complete method for collecting data about students. This request was kept in mind in developing the Affective Checklist. Any form that is comprehensive enough to be meaningful, however, will require some time to be of value to the teacher and student.

Purpose and Objectives of the Affective Behavior Checklist

The "Affective Behavior Checklist" has been developed as a form for recording observations of behavior in the affective domain. It is an attempt to provide a relatively simple, easy-to-use method of recording observations of student behaviors over a period of time as an aid to assessment of affective growth and development in students. It was designed to correspond roughly to the student self-report measure, also attempted to provide a second dimension of information in the same areas covered by those measures, and a comparison of observation and self-report data, thereby enabling the teacher and student to compare their results. Positive behavior as well as potential or real problem areas are included in the checklists, to provide the teacher and student with a relatively complete picture of the student's behavior and behavior changes.

Development of the Checklist

The initial step in the development of the checklist was an extensive survey of the existing observational checklists, behavior rating scales, and behavior inventories that had been identified through the instrument search. A record was made of the different kinds of items (descriptions of behavior) found in these instruments. The result was an enormous list of items covering a wide variety of behavior. Items were then grouped into general areas of behavior to identify categories which would be most meaningful for the classroom teacher who wished to focus on the development of positive affective behavior.

This process led to a search for areas that may have been overlooked and the creation of items for new areas or existing areas which were weak in terms of items. At this point the effort to define behavior categories was combined with the development of categories or areas of investigation for the student self-report instruments, to provide for more direct comparison of observation and self-report data. Because the list of individual items was so extensive that it would be completely unmanageable for a teacher to use in the classroom situation, a form was developed which would allow the teacher to check categories of behavior rather than individual items within the categories. Each category, however, was supported by a list of descriptors for easy reference by the teacher in clarifying and defining the category. Thirty-six general categories of behavior were used in the initial form, eighteem of which were areas relating to the self and seventeen, areas relating to the self with others. It then became necessary to choose from the extensive list of individual items those that would best describe the behaviors that would represent each category. These items were used as the descriptors for the categories. The suggestions of teachers who had been involved in the project workshops regarding evidence they would consider acceptable as an indication of achievement of given affective objectives were an aid in identifying the descriptors. The focus was on choosing descriptors of the category area that were as objective as possible, but it was not possible to escape completely from items that seemed to be more teacher inference or opinion than a purely objective observation of behavior. In some cases, the teacher may not actually observe a behavior, but may have an impression or opinion about a student. These should be recorded even though they are subjective, for such data may prove to be entirely accurate and an aid in assessing student growth. Wherever possible, they should be supported by observed behavior.

For a variety of reasons, items were deleted from the original lists. Many such items referred to behaviors that would only be observed at home, or that involved an observation of the parent/child interaction. For example; "Parents often nag about school work." "Has nightmares." "Parents seem too strict about minor matters." This type of item was deleted since the focus was on classroom behaviors. If the teacher wished to involve the parents in observations at home using the checklist, items referring to behaviors at home would perhaps need to be added.

Many items in the original lists were descriptions of behaviors of disturbed children or behaviors the teacher would not be equipped to deal with, rather than being examples of behaviors of healthy children in an average classroom. Examples of this type of an items are: "Threatens suicide. Likes to play with matches. Claims he sees God. Claims to hear voices. If a boy, acts like a girl." It is essential that a teacher be aware of such behaviors, but such children usually should be referred to the counselor, or school psychologist for clinical assessment. The teacher would probably want to record such behaviors as information for the therapist, but we do not feel they are apropriate in the checklist as it is designed.

Revision of the Teacher's Checklist Following the Data Analysis

One of the original goals of the checklist was to provide the teacher with a method of recording information about a student in areas that would correspond with the various concepts covered by the student self-report measurement instruments. In the analysis of student self-report data, these various concepts were analyzed, separated, recombined, and clarified. (See Section 1 of Part II for the detailed account of this analysis.) After this analysis, it was necessary to reexamine and modify the categories of the checklist to attempt to match the concepts in the subscales developed from the self-report instruments.

In the process of matching the lists of descriptors with the groups of items combined in the self-report subscales, it became apparent that some categories needed refinement, some seemed to lose importance as separate categories, and many seemed to require clarification. The result is a shorter checklist with categories that are hopefully more distinct from each other and therefore easier to use.

These thirty-one revised categories are accompanied by a brief definition of what each area covery, as well as by a list of descriptors for each area. Many decisions regarding the definitions of the areas and the choice of descriptors to include in the lists for the different categories are quite arbitrary. It is extremely difficult, if not impossible, to separate clearly or completely the affective categories.

This fact does not seem to detract from the purpose of the checklist, however, in providing an aid to the teacher in recording behavior. It does intensify the need for each teacher, or whoever is using the checklist, to study the categories, their definitions, and lists of descriptors to be sure that they are meaningful areas for them to use. If not, those using the checklist should supplement the areas with definitions and descriptors that they consider appropriate, or perhaps eliminate some categories and supply new ones that appear to be more appropriate for their own use.

Use of the Affective Checklist

The checklist is not meant to be used as a rigid and precise rating tool. It's value lies in it's use as a tool to increase the teacher's awareness and sharpen his observations in the affective area, and as an aid to the teacher in interpreting and recording student's behavior. It is also valuable as a vehicle for improving communication with the student and his parents.

Recording observations is just a beginning step in the process of developing positive affect and personal growth. Ideally, once a need for special attention in a particular affective area is recognized, it would be necessary for the teacher, student, and parent to develop a plan and strategies for improvement in that area of behavior. The checklist might be more effective if it were accompanied by suggestions as to how to deal with the problem areas that have been identified. This is something the user may wish to develop. The scope of this project did not include the development of strategies the teacher might employ. There are many approaches. Part III of this report suggests a methodology of working with groups that could be modified for use with teachers in developing strategies, or that can easily be modified for use with students. It may provide some guidelines for the teacher who questions what to do next. Appendices D and E of Part III are accounts of classroom teachers who have attempted to change their methods toward the development of positive affect through involvement with the IERSC affective project. Their strategies and methods may suggest directions in which other teachers might wish to move as they focus more on the affective growth of their students.

The Affective Checklist form attempts to provide the teacher with an easy-to-use method of recording information about a student. It originally consisted of a list of the thirty-six categories of behavior. This list has been revised to thirty-one categories. The teacher chooses a rating from a five-point scale ranging from +2 (Very strong positive area for this student) to -2 (Strong problem area) and inserts this rating in one of the spaces provided opposite the category being rated. A number of spaces for ratings are provided so that the teacher can rate the same category at different times throughout the school year. We felt it was important to limit the list of categories to a one-page form, realizing that time for recording such data is limited for teachers. One copy of this one-page form is required for each student. Space is provided on the form for recording the students's name, the class, and the name of the teacher.

It may be necessary for the teacher to refer to the lists of descriptors for a given category quite often when beginning to use the checklist. After a few ratings have been finished, however, teachers report that they are familiar enough with the content of the various categories to be able to complete the form for a student in a relatively short period of time.

For purposes of data collection and analysis for the affective project, teachers involved in the testing of the various instruments were asked to complete the entire checklist for each of their students who were tested. This is an unusual use of the checklist as we envision it. The teacher would probably never use the entire list of categories for every student at one time. Rather, he would choose from the list of categories those that seem to be of priority importance in the classroom or of priority importance for an individual student at a given point in time. It may be that the teacher and the students together can decide which of the areas listed are most meaningful for them as a group working together or for them as individuals concerned about their own personal growth. In some cases, the list of descriptors might be used as a more detailed checklist for a student who wished to focus on a single area for a period of time, or for a student who had a particular problem in a given area.

It is also unlikely that any teacher would want to use the checklist in rating all of his students' behavior at the same time. Some kind of a schedule would need to be employed to insure that all students were observed and records were kept, but since individuals operate with differeing rates of change, the schedule of recording behaviors would most likely not be the same for all students. It might be advisable for the teacher to include the use of the checklist in his plans for a particular sequence of activities developed to achieve some learning objective. We do not see the checklist as being beneficial if used as a one-time record of an observation. It becomes valuable when it enables the teacher to see how a student's behavior has changed over a period of time. Although the checklist has been used only by teachers in observing their students, we do not see the teacher as the only source of information for such records. For some students, the use of the checklist form to keep a record of his own behavior might enable the student to analyze his own behavior and develop his own objectives for personal growth. Some teachers may choose to have students use the checklist forms to observe the behavior of their classmates, especially in evaluating how the students are working together as a group. If problem areas are discovered for a particular student, the teacher may want to involve the parents in making observations of the student's behavior at home, to compare that behavior to what the teacher observes at the school. Appendix F, Part III is an account parent involvement in observing students in the classroom. Other teachers, aides, or other school personnel who have contact with the particular student might be enlisted to help record the student's behavior in a variety of situations.

Regular use of the Affective Checklist should result in a large amount of information about the behavior of the individual student. The possibilites for use of this data are numerous. Many teachers who have been exposed to the checklist in the data gathering phase of the affective project have recognized it as a valuable tool to employ in reporting a student's progress to the parents. Some have envisioned the teacher-parent conference as an opportunity to compare observations of the child. Still others have proposed a three-way conference where the student, the teacher, and the parent might all compare their records of progress in the affective area as well as in the more cognitive areas. Records of actual behavior observed provide more significant data for reporting to parents than the report of mere opinions or subjective impressions about a child's development.

Reporting to the students themselves also becomes more meaningful and more acceptable when objective data as observed and recorded by the teacher or others can be used. The data collected by using the Affective Checklist can be very objective information about a student. For purposes of evaluation, however, it usually becomes necessary to interpret this objective information in some way to make decisions in assessing the individual student. The step from the data to the interpretation of such data for an evaluation often causes a loss of objectivity which many students and teachers feel creates an unfair or unequal situation for a student.

When using the Affective Checklist to obtain data for evaluative purposes it is essential to involve the student in establishing the criteria used as a basis for an evaluation. Such criteria probably will be different for each individual student. Data that might show positive growth for one student could be a negative indicator for another student. For example, if increased self-assertiveness is a goal for a student, behavior showing the student expressing himself forcefully in a discussion would be desirable. However, if the student is working to decrease his domineering behavior in a group, the same behavior might be a negative indicator when considering the student's objectives.

The Affective Checklist also may prove useful for teachers who want to evaluate the effectiveness of a program they have employed in their classrooms. One method of determining whether the strategies that a teacher has employed in an attempt to achieve certain objectives have been effective might be the presence or absence of changes in the behavior of the students. By analyzing the data received from the checklists on a group basis as well as on an individual basis, the teacher may receive important information as to the effectiveness of the program for the group.

Teacher Responses to the Affective Checklist

The Affective Checklist was used in the data collection of May 1973, by teachers whose students were completing the self-report instruments. Ninety-eight teachers who used the checklist forms for their students also completed a six-item evaluation form of the checklist. Following is a compilation of the teacher's responses on the evaluation form.

1. How important do you feel it is to focus on these areas in your school?

Not at All Important		Not Very		Somewhat		Quite		Simple	No Answer
1	2	3	4	5	6	7	8	9	0
0	1	2	2	10	7	33	17	26	

2. How completely does the Affective Checklist cover the affective areas you feel are important?

Not at All Complete		Not Very		Somewhat		Quite		Extremely Complete	No Answer
1	2	3	4	5	6	7	8	9	0
1	0	1	3	16	9	41	17	9	1

3. How clearly do the descriptors provided outline the general areas?

Not at All Clear		Not Very		Somewhat		Quite		Extremely Clear	No Answer
1	2	3	4	5	6	7	8	9	0
0	1	7	3	10	12	27	16	20	2

4. What is your reaction to the format of the Affective Checklist?

Too Complicated		Somewhat Complicated		Can Be Understood		Easily Understood		Very Simple	No Answer
1	2	3	4	5	6	7	8	9	0
3	2	12	5	20	6	36	3	9	4

5. How often would you use the Affective Checklist in your classroom?

Never		Seldom		Occasionally		Often		Daily	No Answer
1	2	3	4	5	6	7	8	9	0
3	4	8	2	40	14	16	1	2	5

6. How useful would the Affective Checklist be in helping you diagnose needs or assess progress of an individual student?

Not at All Useful		Somewhat		Quite		Very		Extremely Useful	No Answer
1	2	3	4	5	6	7	8	9	0
4	6	10	8	15	14	23	9	4	5

It was our impression that teachers who had been involved in the project for a year or more and had been focusing on the affective areas of development iwth their students evaluated the checklist much more positively than the teachers who were exposed to it only for data gathering purposes. Although this negative reaction can be expected, it is important to recognize that teachers in general do require familiarity with the concepts and exposure to the affective areas outlined in order to understand the potential usefulness of the checklist form in their own classrooms. A wide range of comments were reported on the evaluation form. Samples of these comments follow:

Much too detailed, too long and lacking real definition of the various separate areas.

Too time-consuming, I do it mentally anyway.

I would like to use a shorter form for students to evaluate their own progress. Could be used for individual conferences.

Gives you points to work on during next evaluation period.

Actually, the descriptors should be devised into a more specific checklist. A checklist is inadequate to describe a kid.

Need to explore causes of behavior rated on individual and follow up with strategies to help change or maintain.

Confusing.

I think every teacher evaluates each child on these points but certainly doesn't have time to write it down frequently.

I make a similar mental checklist of all students daily.

It is sometimes questionable whether or not a particular area is a strength or a problem area.

Teacher work loads do not allow for individualized instruction programs even if one accepts that philosophy.

The time involved in using a checklist could be put to better use; for example, the teacher should spend more time planning interesting classes.

The checklist is aimed toward elementary school where the teacher has the same children all day. In high school, teachers don't get to know their students as well.

In filling out these checklists I realized how my kids have been changing and are changing in these areas. It's too bad I didn't do this earlier so that by now I would have a continuing record of that change.

I honestly feel one does these things automatically, though I'm sure it helps to put it on paper.

Too much time is needed for this because it is so individualized.

It was great to be able to identify growth areas for students even now. As I checked areas, I thought over how I might have checked earlier in the school year.

I would wonder about the motivation of a teacher filling out 100 to 150 of these on all his/her students.

I was surprised at what behaviors and feelings were clarified and pinpointed through the use of the checklist.

It is important to focus on these areas in our school, certainly, but such an incredibly tedious time-consuming method is not the way to go about it.

A little too time-consuming to use very often.

SECTION 3

TEACHER ATTITUDE QUESTIONNAIRE

The need for an instrument to collect data on teaching philosophy, practices, and procedures, teacher attitudes, and teacher perceptions of the school climate became apparent during the workshops and follow-up work with teachers in cooperating schools on the Affective Project. As affective goals and priorities were identified, teachers began exploring the implications for teaching. Differences in philosophy, in assumptions about learning and the learner, and in teaching practices invariably surfaced and confronted the staff with conflict or potential conflict that had to be resolved. Workshop instruments were developed to facilitate surfacing and examining of such differences in a constructive, problem-solving atmosphere.

The Teacher Attitude Questionnaire (TAQ) was an outgrowth of this work with school staffs. It was designed, primarily, to discriminate between teachers whose sentiments lean more toward affective/humanistic teaching and those who are more concerned with academic instruction. Items were selected from many sources - various teacher questionnaires, the instruments used in the IERSC workshops, and statements made by teachers in the workshops.

A study conducted by Judith Evans, 1971, Educational Development Center, was of particular utility in constructing the TAQ. Using a classroom observation rating scale and a parallel teacher questionnaire, the study effectively differentiated British and American open classrooms from American traditional classrooms. A few items were selected from the major dimensions reported in the study, especially those dealing with the Provisions for Learning Dimension (i.e., flexibility in the organization of instruction and materials.)

This section reports the results of data collection and analysis in the development of the TAQ, and the subscales, derived primarily through factor analysis. Item statistics are presented for the potential user who may wish to continue with further development of the TAQ. Recommendations are made regarding modification of some subscales, and possible elimination of one.

The sample

The TAQ was administered at the same time the student self-report data was being collected, to 91 teachers in two states (Colorado and New Mexico), in 19 different schools. Of the 91 teachers, 45 were elementary teachers, 26 junior high school teachers, 20 high school teachers, and 52 of the teachers were female. Information was also obtained regarding age and education of the teacher, level he was teaching, and racial and socio-economic level of the class or classes he was teaching. Correlations of school and demographic data with responses to items in the TAQ are also reported in this section.

Data analysis and description of subscales

The number of questionnaires was smaller than would be desired for factor analysis, but factor analysis and item intercorrelations were used as the primary basis for development of subscales for scoring. A discussion of the factors and development of subscales is presented in Appendix H.

Item subscore correlations (Tables 1 and 2, Appendix G) were completed, and an item analysis was completed. (See Table 1, Appendix G, for item statistics). Hoyt reliabilities and summary statistics for each of the subscales are presented in Table 3, Appendix G. Subscore intercorrelations were also completed. These are presented in Table 4, Appendix G. The subscales, with items composing each subscale, are presented in Tables 1 and 2 of Appendix G.

Subscale 1 (Individualization of Instruction and Variety in Activities and Resources) is a measure of the teacher's report of practices and activities related to individualization of instruction, variety in activities in or outside the classroom and variety in learning resources available to the student.

Subscale 2 (Climate - Human Interaction) is a measure of the teacher's perception of the nature and quality of interaction among staff and between staff and students. One item, item 41, "students have a great deal of say in what the school rules are to be", might appear conceptually to fit better in Subscale 6, but its highest correlations are with the other items in Subscale 2.

Subscale 3 (Focus on Problem-Solving and Experience vs. Academics and Subject Matter) is somewhat more complex in that it involves two orientations in opposition. On the one hand is the orientation toward academics and subject matter reflected in two items (items 1 and 5). Placed in opposition to this position is the orientation toward life experiences and problem-solving as a more important focus in education (items 4, 7, and 10). This subscale could probably be improved with additional items.

Subscale 4 (Need for Discipline and Control) reflects the teacher's feelings about noisy classrooms and lack of discipline and measures taken by the teacher to maintain discipline and control.

Subscale 5 (Focus on Personal Growth and Development), with a reliability of only .17 (Table 3, Appendix G), is highly questionable. If attitudes regarding the importance of the development of self-concept in the curriculum are of interest, other items should be written in an attempt to develop a subscale with higher internal consistency. Item 6 (Table 1, Appendix G) is positively correlated with item 12 and negatively with item 11, but items 11 and 12 are uncorrelated. For the present, at least, this subscale should be dropped.

Subscale 6 (Trust, Freedom, and Involvement of Students in Decisions) reflects the amount of freedom and involvement in decision-making the teacher allows in the classroom. One item, item 9, has a relatively low correlation with the subscore. It might be better to drop this item altogether or, if the construct is considered important, additional items of this type might be written to form a new subscale.

Subscale 7 (Teacher Control of Content and the Learning Situation) is a measure of the teacher's feelings about the amount of responsibility a student can assume and practices of the teacher with respect to control of the learning situation.

Subscale 8 (Orientation Toward Competition) unfortunately contains only one item. This appears to be an important construct, quite highly correlated with other items representing a more traditional academic orientation. (See the discussion of Factor 4, in Appendix H). It would be advisable to write additonal items to develop a subscale based on this construct.

Subscale 9 (Focus on Student Involvement and Participation vs. Academics and Control) is a combination of all items in the other subscales other than Subscale 2. It was designed to obtain a single score representing a teacher's orientation with respect to the opposing orientations (based on intercorrelations among items) identified in the subscale title.

It should be noted that there is an imbalance of items in Subscale 9 with only 18 scored with Academics and Control, and 22 with Student Involvement and Participation. This may contribute to the slightly skewed distribution (Figure 2, Appendix H), although a normal distribution is not necessarily an aim. It might be good to attempt to balance the scale more evenly between the two orientations, by including an equal number of items. The scale might be improved, also, by eliminating those items that don't discriminate as well as others. These can be identified by low item by subscore correlations (Table 2, Appendix G). From the correlations it can be seen that items 9, 11, 12, and 48 are the poorest items in this scale. The scale might be improved if they were deleted.

The potential user of the TAQ might wish to analyze the subscales in greater detail, particularly if he plans to develop it further. The item statistics in Tables 1 and 2 of Appendix G are presented for his convenience in doing so. It would appear, however, that most subscales can be used in their present form with considerable confidence. Additional evidence of their effectiveness in discriminating among teachers is seen in the range of scores obtained for each subscale when compared with the possible range (Table 6, Appendix G).

For those who would like to use the instrument in its present form or any of the subscales, scoring instructions are presented in Table 5 of Appendix G. A copy of the TAQ as it was administered is included in Appendix J.

Research results

Factor 4 was not used as a Subscale, as explained in Appendix H, but the pattern of intercorrelations which resulted in this grouping of items in the same factor is consistent with the stereotyped description of the traditional educator. Some persons would argue that this combination represents a biased view of the traditional educator, but the empirical data presented here indicates quite clearly that these attitudes are highly correlated, at least with this sample of teachers. The belief that academic instruction should be the top priority in education and that the focus should be on basic skills and facts is associated with the belief that most students cannot assume the responsibility for their own learning, competition is important, noisy classrooms interfere with learning, and most of the problems in schools are the result of lack of control and discipline by teachers and principals.

The item by subscore correlations for Subscale 9 (Table 2, Appendix G) allow the identification of those positions that reflect the most pronounced differences between teachers who focus on student involvement and participation (the open classroom) and those who focus on academics and control (the traditional, closed classroom). The highest correlation for the latter and thus the position most central to the Academics and Control Orientation, is with item 8 -- Most students cannot assume the responsibility for their own learning. They need set assignments, limits, direction, and control. The second highest is with item 32 -

My lessons and assignments are given to the class as a whole. Third highest is with item 33 - *I base my instruction on curriculum guides or textbooks specified for the grade level or subject I teach.* And fourth highest is with item 1 - *Academic instruction should be the top priority in any educational program.*

The highest correlation for the *Orientation Toward Student Involvement and Participation* position is with item 24 - *Many different activities go on simultaneously in my classroom.* Next highest is with item 15 - *Students are grouped in different ways according to the learning task and individual preferences.* Third highest is with item 37 - *Students play a major role in setting their goals and identifying their own needs.* Almost as high is the correlation with item 10 - *It is more important for a student to learn how to approach and solve a problem than it is for him to master the subject matter.*

The reader can pursue this analysis to further identify the items that discriminate the two orientations, recognizing that the lower the correlation, the less that item discriminates.

Along with the questionnaire, some demographic and school population data were obtained. This allowed the comparison of teaching philosophy and orientation with age, sex, level of education, level taught in school, and racial and socio-economic distribution of students. These will be presented here. The implications, particularly with regard to racial and socio-economic level of students, should be self-evident. It should be born in mind, that this was only one small sample of teachers, however. It would be risky to generalize from these findings to the general population of teachers. The findings are of sufficient importance, however, that further research would be indicated.

Relationship between level taught and TAQ responses

Examination of the correlations between level taught and responses to individual items in the TAQ revealed some interesting differences (See Table 2, Appendix 1). With this sample of teachers, those teaching at higher levels were more inclined to agree with the following statements:

1. Academic instruction should be the top priority in any educational program.
5. Students should be given a solid foundation in basic skills and fundamental facts and principles before pursuing problems on their own.
13. Most of the problems in today's schools are the result of lack of control and discipline by teachers and principals.
32. My lessons and assignments are given to the class as a whole.
33. I base my instruction on curriculum guides or textbooks specified for the grade level or subject I teach.
34. The class operates within clear guidelines which I make very clear and explicit.
35. Student desks are arranged in rows facing the same direction.
46. Teachers and administrators are not strict enough with students at this school.

Teachers at lower levels (down to 4th grade in this sample) are more inclined to agree with the following:

6 The development of a positive self-concept should be the primary goal of a school.
7. Learning activities should be organized around life experiences rather than around subject areas.
14. Students are given a major responsibility for classroom management decisions.
15. Students are grouped in different ways according to the learning task and individual preferences.
16. The individual student's learning needs are diagnosed and recorded to aid in planning individual activities and learning experiences.
17. Textbooks and resource material on many different levels of difficulty are readily available for student use.
19. A student is evaluated by comparing his performance with predetermined objectives and his individually diagnosed needs rather than with the performance of other students.
20. Parent-student-teacher communication is maintained by joint goal-setting, record-keeping, and conferences.
28. As a class we can be seen using the community and field trips as part of the regular program.

Relationships between sex and TAQ responses

Few differences were found related to sex (between male and female teachers), age (between older and younger teachers), or education. Male teachers were more inclined to agree with the following:

5. Students should be given a solid foundation in basic skills and fundamental facts and principles before pursuing problems on their own.
34. The class operates within clear guidelines which I make very clear and explicit.

Female teachers agreed more than males with the following:

36. The students spontaneously look at and discuss each other's work.
48. Students do not have enough respect for school property.

Younger teachers agree more than older teachers with the following:

16. The individual student's learning needs are diagnosed and recorded to aid in planning individual activities and learning experiences.
27. Students may voluntarily use other areas of the building and school campus as part of their school time.

Older teachers are more inclined to agree with the statement:

35. Student desks are arranged in rows facing the same direction.

The higher the level of education attained, the more the teacher is inclined to agree with the following:

5. Students should be given a solid foundation in basic skills and fundamental facts and principles before pursuing problems on their own.
22. Students have the opportunity to change what the class is doing.

Teachers with less education are more inclined to agree with the following statements:

16. The individual student's learning needs are diagnosed and recorded to aid in planning individual activities and learning experiences.
42. Teachers are interested in the personal problems of students here.
45. The principal is warm and friendly with students at this school.

Relationships between racial and socio-Economic level of classes and TAQ responses

Correlations between racial and socio-economic distribution of class or school populations with teacher responses were also examined to determine possible differences in philosophy, attitude, or approach among teachers in schools that differed on these dimensions (Table 2, Appendix I). As would be expected, there were high correlations between race and socio-economic level

(See Table 1, Appendix I).

Teachers with a higher percentage of Anglo students were more inclined to agree with the following statements:

4. The absence of personally meaningful experiences in school is the major contributor to student dissatisfaction.
29. Students spontaneously group and regroup themselves for different activities in the class.
50. Most teachers here take a personal interest in students.

And to disagree with the following:

8. Most students cannot assume the responsibility for their own learning. They need set assignments, limits, direction, and control.
16. The individual student's learning needs are diagnosed and recorded to aid in planning individual activities and learning experiences.
31. I make sure students use materials only as instructed.
48. Students do not have enough respect for school property.

Teachers with a higher percentage of Black students agree more with the following statements:

2. Noisy classrooms interfere with learning.
13. Most of the problems in today's schools are the result of lack of control and discipline by teachers and principals.
17. Textbooks and resource material on many different levels of difficulty are readily available for student use.
38. The school is too noisy.
48. Students do not have enough respect for school property.

And to disagree with the following:

33. I base my instruction on curriculum guides or textbooks specified for the grade level or subject I teach.

Teachers with a higher percentage of Chicano students agree more with the following statements:

8. Most students cannot assume the responsibility for their own learning. They need set assignments, limits, direction, and control.
16. The individual student's learning needs are diagnosed and recorded to aid in planning individual activities and learning experiences.
31. I make sure students use materials only as instructed.
48. Students do not have enough respect for school property.

And to disagree with the following:

4. The absence of personally meaningful experiences in school is the major contributor to student dissatisfaction.

29. Students spontaneously group and regroup themselves for different activities in class.
50. Most teachers here take a personal interest in students.

Teachers with a higher percentage of high socio-economic level students agree more than other teachers with the following statements:

27. Students may voluntarily use other areas of the building and school campus as part of their school time.
29. Students spontaneously group and regroup themselves for different activities in the class.
30. Each student makes his own decisions about what he is going to do each day.

And to disagree with the following:

45. The principal is warm and friendly with students at this school.

Teachers with a higher percentage of students from medium socio-economic level families agree more with the following statements:

12. The main purpose of education should be to help each student develop his own abilities and identify his own interests and goals in life.
29. Students spontaneously group and regroup themselves for different activities in the class.
35. Student desks are arranged in rows facing the same direction.

And to disagree with the following:

31. I make sure students use materials only as instructed.
48. Students do not have enough respect for school property.

Teachers with a higher percentage of low socio-economic students agree more with the following statements:

16. The individual student's learning needs are diagnosed and recorded to aid in planning individual activities and learning experiences.
31. I make sure students use materials only as instructed.
48. Students do not have enough respect for school property.

And to disagree with the following:

12. The main purpose of education should be to help each student develop his own abilities and identify his own interests and goals in life.
28. Many materials I have developed can be seen in use by different groups of children.
29. Students spontaneously group and regroup themselves for different activities in the class.
30. Each student makes his own decisions about what he is going to do each day.

33. I base my instruction on curriculum guides or textbooks set for the grade level or subject I teach.
37. Students play a major role in setting their goals and identifying their own needs.

It is evident from the foregoing that with this sample of teachers, those who teach middle or upper socio-economic Anglo students, trust their students more and allow them more freedom than do teachers of lower socio-economic level Chicano students. When the results are viewed from the perspective of the research of Robert Rosenthal (1973) they acquire additional significance. Rosenthal has provided evidence that students do live up, or down, to the expectations their teachers have of them. Thus, teachers who assume that their students cannot assume the responsibility for their own learning or make responsible decisions about what they are going to do each day are probably ensuring that their students will not be doing these things (the self-fulfilling prophecy).

APPENDIX F

OBSERVATION SYSTEM

This appendix contains the Affective Checklist materials. Instructions for use, Affective Checklist Rating Forms, Category Definitions, and Category Descriptors are included.

RECORDING OBSERVATIONS OF AFFECTIVE BEHAVIOR

INSTRUCTIONS FOR USE OF THE AFFECTIVE CHECKLIST

The following checklist consists of a list of general areas of affective behavior identified through research in schools as being important in the growth of children. The checklist is provided as an aid to teachers in assessing needs and monitoring growth. It is used by the teacher to rate each student on those areas that are meaningful for that student.

A five-point scale is used, ranging from "a very strong positive area" to a "strong problem area" for that particular student. A list of sample descriptors which explain the content of each general area is also provided. We suggest that the teacher read through the descriptors for each area before making the rating of a particular student. We expect that all teachers will want to add their own descriptors for most areas as they observe behaviors that are more appropriate for their own group of students.

Space for inserting the date of the rating is provided so that the teacher can readily see a change in rating over time. A separate rating sheet is used for each student.

It may also be helpful for a teacher to use the list of descriptors to create a more specific checklist to use over a period of time when problem areas have been identified. For example, if a student is rated "-2" in the area of Coping Skills, Ability to Learn from Mistakes (A.12), the teacher might choose the most meaningful descriptors from the list provided, add others that would be meaningful for the particular student, and use this more specific list of behaviors as a method of recording observations.

The Affective Checklist should be useful in many ways as a vehicle to assist teachers in focusing on the affective development of students. The descriptors would be helpful in consultations with both students and their parents in focusing on behavioral indicators of problems or growth in a given area, as it relates to the teacher's observations of the student in the classroom and the parent's observations at home. For some teachers the Affective Checklist may be a useful diagnostic tool, helping the teacher pinpoint student problems. Such information could be of value to the counselor, school psychologist, or other specialists, as well as to the teacher and student.

It is our opinion that the Affective Checklist might be used most profitably by teachers who will alter it to fit the individual needs of their own students. The teacher may choose to use only a portion of the checklist at a time or vary the frequency of the ratings in different areas. It is not likely that the teacher will want to rate all students at the same time on the entire checklist or even on the same areas.

Student:

Teacher:

Class:

AFFECTIVE CHECKLIST
OBSERVATIONS OF AFFECTIVE BEHAVIOR

RATING SCALE:
+2 Very strong positive area for this student
+1 Positive area
0 Area is neither a problem nor a strong attribute
-1 Needs some improvement in this area
-2 Strong problem area

GENERAL AREAS OF OBSERVATION DATE:							
A. AREAS RELATING TO SELF:							
1. Physical characteristics and health, personal appearance							
2. Self-understanding, self-acceptance, positive self-regard							
3. Self-control, emotional stability							
4. Positive, optimistic							
5. Sense of humor, natural, spontaneous							
6. Careful, shows good judgment							
7. Imaginitive, creative, original							
8. Bright, good memory, perceptive							
9. Interest in arts, aesthetic sensitivity							
10. Values, ideals, strength of convictions							
11. Realistic expectations of self							
12. Coping skills, able to learn from mistakes							
13. Open-minded, flexible, willing to change, will to risk							
14. Interested in learning, curious, becomes involved in a task							
15. Goal oriented, efficient, thorough							
16. Pride in accomplishments							

B. AREAS RELATING TO SELF WITH OTHERS:							
1. Independent, self-confident, shows initiative and individuality							
2. Interdependent vs. counterdependent, defiant							
3. Relies upon self-assessment, not controlled by assessment of others							
4. Self-assertive, agressive							
5. Interpersonally effective, cooperative, kind, helpful							
6. Able to give and receive feedback, non-defensive							
7. Responsible, fair, dependable, loyal							
8. Interested in others' welfare, sensitive to feelings of others, sympathetic, understanding							
9. Non-possessive, undemanding, forgiving							
10. Open, shares ideas & feelings honestly, authentic							
11. Tolerant, unprejudiced, accepting, treats others as equals							
12. Friendly, warm, affectionate, trusting others							
13. Accepted, respected by others							
14. Sociable, outgoing							
15. Social responsibility, citizenship							

Definitions of the Category Areas

A.1. Physical characteristics and health, pride in appearance; General overview of how the student seems to feel about his physical characteristics and personal appearance. Accepts his physical self or tries to improve what he can rather than being ashamed of what he can't change or denying a problem that he could improve.

A.2. Self-understanding, self-acceptance, positive self-regard: Ability to understand who he is, what his capacities are, accept and like himself as opposed to denying who he is, not understanding what his personal abilities are, finding nothing in himself to value.

A.3. Self-control, emotional stability: Generally in control of his emotions, relaxed, calm, even-tempered rather than moody, volitile, unpredictable, shifting between seeming to be very happy or very sad.

A.4. Positive, optimistic: Has a positive view of life, the world, his future as opposed to being negative or pessimistic in his outlook. Seems to be happy and cheerful.

A.5. Sense of humor, natural, spontaneous: Able to laugh, see humor in things or in himself, move with the moment, rather than always being serious, controlled, rigid. Shows appropriate emotions.

A.6. Careful, shows good judgment: Good decision-making skills as opposed to making snap judgments or impulsive decisions.

A.7. Imaginative, creative, original: Creative in problem-solving, questioning, exploring attitude rather than being frustrated by complexity, uninspired by new ideas.

A.8. Bright, good memory, perceptive: Seems quick and alert, able to understand what things mean rather than usually appearing dull, puzzled by what is happening.

A.9. Interest in arts, aesthetic sensitivity: Appreciates arts of various forms either through his own talent or valuing the work of others as opposed to lacking interest in the arts. Sees beauty in nature.

A.10. Values, ideals, strength of convictions: Has an established set of principles he upholds and guides his life by rather than seeming to live without purpose or conviction, doing something because others do, or just going along with others.

A.11. Realistic expectations of self: Has high expectations for himself with awareness of his own abilities rather than setting goals that are unrealistic, unattainable, or below his ability.

A.12. Coping skills, able to learn from mistakes: Able to cope with frustration or adversity without undue stress, can view such situations as opportunities to learn rather than becoming depresses or discouraged. Recovers from difficulties in a reasonable period of time.

A.13. Open-minded, flexible, willing to change, willing to risk: Open to new experiences, people, ideas, opinions, adaptable, willing to experiment with change rather than being closed to change, afraid to risk, wanting to maintain things as they are.

A.14. Interested in learning, curious, becomes involved in a task: Eager, involved, interested in things, has positive attitudes toward school rather than seeming bored, unstimulated, and negative about school. Curious about the world around him.

A.15. Goal oriented, effecient, thorough: Work habits are effective, seems conscientious, diligent, sets goals for himself rather than being easily discouraged, distracted, undisciplined in his work. Finishes what he plans.

A.16. Pride in accomplishments: Seems to value what he does and shows pride in his accomplishments rather than destroying what he does or not valuing his own accomplishments. Careful with things rather than careless.

B.1. Independent, self-confident, shows initiative and individuality: Independent and self-sufficient as opposed to being dependent, requiring direction and control. Is self-directed rather than directed by what others do or think.

B.2. Interdependent vs. counterdependent, defiant: Able to maintain his individuality while recognizing a need for working with others (including adults or persons of authority) rather than becoming defiant or rebellious.

B.3. Relies upon self-assessment, not controlled by assessments of others: Maintains an internal source of assessment rather than external, is able to evaluate what he does against his own criteria rather than seeking approval from others. Sees himself as in control of himself rather than being ruled by luck or fate.

B.4. Self-assertive, agressive: Projects himself effectively with others, can defend himself as opposed to being meek, submissive, or too reserved.

B.5. Interpersonally effective, kind, helpful: Able to relate well to others, participates and cooperates with others rather than trying to control others or compete against others in "win-lose" situations. Is generous and helpful rather than stubborn and selfish.

B.6. Able to give and receive feedback, non-defensive: Open and receptive to information, positive or negative, about his work, behavior, or his attitudes rather than needing to defend himself against such information. Provides others with accurate, constructive information, positive or negative, when appropriate rather than giving criticism or shallow praise.

B.7. Responsible, fair, dependable, loyal: Reliable, can be trusted, follows through, someone you can count on; rather than someone who doesn't do what he promises, can't be depended upon when needed. Seeks and accepts responsibility.

B.8. Interested in others' welfare, sensitive to feelings of others, sympathetic, understanding: Interested in others, able to be empathic, compassionate, concerned about people, aware of how he relates to others; rather than removed from others, unaware of how others react to him, insensitive or negative in his behavior toward others.

B.9. Non-possessive, undemanding, forgiving: Seems to view the world as fair to him, doesn't make demands on his friends or try to completely possess them as opposed to being jealous, vindictive, or believing situations are unfair to him.

B.10. Open, shares ideas and feelings honestly, authentic: Comes across to others as genuine, congruent, authentic rather than appearing phony in what he says or distant and restrained with others. Shares himself openly rather than seeming guarded, masked, or protecting himself.

B.11. Tolerant, unprejudiced, accepting, treats others as equals: Able to accept others different from himself without imposing his own beliefs, ideas, or opinions upon them as opposed to judging others from a narrow viewpoint and appearing to find himself superior or inferior to them in comparison.

B.12. Friendly, warm, affectionate, trusting others: Makes and keeps friends, can relate to many people, trusts others and seeks to be in contact with others rather than being a "loner", unable to make friends, unable to relate to other people meaningfully, distrusting others.

B.13. Accepted, respected by others: Others seem to like him, choose to work with him, want to be with him rather than leave him out, ignore him, or dislike him. Seems important to others and popular with them.

B.14. Sociable, outgoing: Conducts himself well in social situations, is able to relax and enjoy himself, can function well in front of a group rather than being nervous or reserved in social situations, having "stage fright", or being shy and self-conscious.

B.15. Social responsibility, citizenship: Aware of the responsibilities of a citizen, has concern for social problems, seems to know what is expected of an individual in his community rather than being unaware of the requirements a society makes upon an individual and unconcerned about social problems.

Category Area Descriptors

A.1. Physical Characteristics and Health, Pride in Appearance: General overview of how the student seems to feel about his physical characteristics and personal appearance. Accepts his physical self or tries to improve what he can, rather than being ashamed of what he can't change or denying a problem that he could improve.

Has a lot of energy
Likes to participate in physical activities
Accepts himself if very tall, short, large, small, fat, thin, etc.
Careful of appearance
Likes to be neat and clean

Worries about his health
A hypocondriac
Often complains of a headache, stomach ache, being tired, etc.
Seems to be ashamed of his height or weight
Avoids physical activities, P.E., sports, games
Overly proud of being good-looking
Vain
Often is slovenly and unkept in appearance

A.2. Self-understanding, Self-acceptance, and Self-esteem: Ability to understand who he is, what his capacities are, accept and like himself as opposed to denying who he is, not understanding what his personal abilities are, finding nothing in himself to value.

Seems to like himself
Demonstrates that he knows his own strengths and weaknesses
Seems to be aware of his personal uniqueness
Does not depreciate himself
Proud to show people his work
Accepts his weaknesses, but strives to improve
Is not very upset by mistakes
Knows enough about his needs and interests to make good choices about what he should study in school

Says he wishes he were someone else
Has difficulty finding things he likes about himself
Constant self-depreciation
Feels he can't do things well
Denies strengths and weaknesses
Upset by mistakes
Cannot accept his own human errors or unavoidable misjudgments
Seems to feel guilty about things

A.3. Self-control, Emotional Stability: Generally in control of his emotions, relaxed, calm, even-tempered rather than moody, volitile, unpredictable, shifting between seeming to be very happy or very sad.

Remains stable when things aren't going his way
Is as grown up as others his age
Generally relaxed/able to concentrate
Seems emotionally secure, seldom exhibits anxiety
Shows usual reserve in a new situation
Takes things in stride
When upset he recovers quickly, easily comforted
Patient
Displays self-control when frustrated
Relaxes easily
Seldom tense or irritable
Usually calm
Not easily upset
Handles his problems well
Usually doesn't let things bother him
Doesn't stay angry long
Seldom fearful

Unpredictable behavior
Unable to relax
Often seems unhappy or depressed
Cries often
Cries for no appropriate reason
Occasionally upset
Voice quivers, nervous laugh
Moody
Shifts actions from affection to anger quickly
Uncontrolled temper outbursts
Takes out frustration on inappropriate person or thing
Unable to concentrate
Tense face muscles
Loses his temper easily
Easily upset, angered.
High strung
Nervous
Either very happy or very sad
Often angry
Frequently grouchy, touchy
Sometimes depressed for days
Exhibits nervous mannerisms
Hands tremor
Hands clasped, clutching, twisting, clenched fists
Pulls, twists, chews on his clothes
Moistens lips excessively
Swallows, clears throat excessively
Has habits such as: thumb-sucking, nail-biting, hair-pulling, masturbating, rocking, clinging, whining, rubbing eyes.
Unusual number of accidents
Irritable, touchy
Becomes jittery
Tense when taking tests
Extraneous hand, finger movements, leg, arm, movements
Compulsive talker
Gets tense or nervous when called upon in class

A.4. Positive, Optimistic: Has a positive view of life, the world, his future as opposed to being negative or pessimistic in his outlook. Seems to be happy and cheerful.

Sees the bright side of things
Optimistic about the future
Seems to think things will work out positively for him
Takes a positive approach to things
Cheerful, happy

Anxious about the future
Pessimistice
Discouraged
Never thinks things will turn out right for him
Cynical
Sullen

A.5. Sense of Humor, Natural, Spontaneous: Able to laugh, see humor in things or in himself, move with the moment, rather than always being serious, controlled, rigid. Shows appropriate emotions.

Shows appropriate humor
Shows satisfaction
Appropriate expressions of anger
Laughs and smiles easily and often
Shows regret after wrong-doing
Uninhibited
Has appropriate ways of showing affection
Can laugh at his own expense
Good sense of humor
Can laugh at himself
Likes to play
Tendency to be happy or content
Moves freely in new directions

Lacks spontaneity
Is usually sad, silent, or serious looking
Rarely smiles
Denies feeling pain when injured
Unemotional--rarely shows feelings
Face expressionless
Laughs or smiles at serious events
Giggles when nothing is funny
Has inappropriate ways of showing affection
Hugs or kisses strangers or says he loves them
Uses baby talk
Talks and acts silly
Tendency to be unhappy or discontented.
Bound by rituals, dogma, etc.
Unable to escape routine

A.6. Careful, shows good judgment: Good decision-making skills as opposed to making snap judgments or impulsive decisions.

Seeks facts before making decisions
Answers slowly and carefully
Carefully evaluates new ideas
Uses good judgment
Has lots of patience
Does not rush into things
Considers consequences of his actions

Changes his mind a lot
Doesn't seem to have common sense
Acts in "dare-devil", fearless manner
Does things he later regrets
Impatient and unable to wait for things
Does things without thinking
Makes hurried, snap judgments
Often gets into trouble
Too careless
Often does stupid things

A.7. Imaginative, Creative, Original: Creative in problem-solving, questioning, exploring attitude rather than being frustrated by complexity, uninspired by new ideas.

Tolerant of ambiguity
Creative and imaginative
Suggests new approaches to problems
Attracted to complex activities
Critical and questioning attitude
Good imagination
Has a lot of good ideas
Shows individuality and originality
Tries to think of different solutions to problems
Always asking why things are the way they are
Likes to complex problems

Can't find anything to do with his spare time
Prefers simple problems
Usually satisfied with things as they are
Becomes frustrated when things get too confused
Doesn't have many good ideas

A.8. Bright, Good Memory, Perceptive: Seems quick and alert, able to understand what things mean rather than usually appearing dull, puzzled by what is happening.

Able to apply what he has learned to a new situation
Usually knows the answer to a question before the rest of the class
Learning retained will
Catches on to things quickly
Learns new things easily
Has a good memory
Seems to have a deep understanding of many things
Seems to be a complex person
Good judge of people
Makes accurate interpretations of situations
Often sees things before other people see them

Doesn't seem to understand what is going on in class
Doesn't understand directions
Can't tell the difference between what is important and unimportant in a lesson
Finds it hard to remember things
Has difficulty remembering things for tests
Cannot figure most work out for himself
Often cannot remember directions for doing things
Says school work is too hard for him

A.9. Interest in Arts, Aesthetic Sensitivity: Appreciates arts of various forms either through his own talent or valuing the work of others as opposed to lacking interest in the arts. Sees beauty in nature.

Enjoys art/music/dance/poetry
Talented in art/music/dance/poetry
Appreciates beauty
Chooses to spend time in arts or crafts
Shows interest in arts

Not interested in art/music/dance/poetry
Doesn't seem to enjoy things other people think are beautiful
Doesn't seem to appreciate beautiful things
Shows no interest in self-expression through art/music/dance/or crafts
When given a choice, he does not choose arts or crafts

A.10. Values, Ideals, Strength of Convictions: Has an established set of principles he upholds and guides his life by rather than seeming to live without purpose or conviction, doing something because others do, or just going along with others.

Seems to have his own standards to live by
Risks rejection to do or say what he believes is right
Lets people know where he stands on issues
Has some goals established for his future

Sometimes cheats
Will lie to keep out of trouble
Doesn't seem to have any goals or purposes in life
Easily influenced
Changes opinions easily if someone argues with him.
Waits to see what others think before he takes a stand on something

A.11. Realistic Expectations of Self: Has high expectations for himself with awareness of his own abilities rather than setting goals that are unrealistic, unattainable, or below his ability.

Makes strong demands on himself
Expects to do well in those things he is capable of doing
Strives to improve
Sets his goals high, but not unrealistically high

A perfectionist
Unhappy if he isn't the best in everything
Never completely satisfied with what he does
Little tolerance for weakenss in himself
Easy with himself
Seems to have no patience with himself
Expects himself to do well in everything
Sets goals that are unrealistically high
Sets goals that are lower than he is capable of achieving.

A.12. Coping Skills, Able to Learn from Mistakes: Able to cope with frustration or adversity without undue stress, can view such situations as opportunities to learn rather than becoming depressed or discouraged. Recovers from difficulties in a reasonable period of time.

When upset he gets over it quickly
Doesn't take things very hard
Doesn't get upset with his mistakes
Defends himself successfully
When upset he accepts help, lets you know what is wrong
Takes care of his own problems
Faces his problems directly

When upset he gets angry, resists help
When upset he becomes dependent, cries
Can't stand criticism
When upset he keeps away from people, is difficult to comfort
Oversensitive to criticism
Whines, complains when can't get his way
Expresses anxiety about whether work is correct
Worries that he may get bad grades
Feelings are often easily hurt
Is easily upset by peers
Cries when teased
Criticism or scolding really hurts him
Gets depressed & discouraged when criticized
Becomes discouraged easily
Tendency to sidestep his problems
Seems to avoid facing problems
Becomes angry when something bothers him

A.13. Open-minded, Flexible, Willing to Change, Willing to Risk: Open to new experiences, people, ideas, opinions, adaptable, willing to experiment with change rather than being closed to change, afraid to risk, wanting to maintain things as they are.

Adaptable to new situations
Approaches new activities with positive attitude
Is excited by something new and unexpected
Accepts expected changes easily
Is willing to make changes
Seeks information from others
Interested in the ideas and opinions of others
Listens carefully to what others have to say
Adapts readily to the requirements of different situations
Adventurous
Shares opinions when not sure others will agree
Feels free to fail
"Why not?" attitude

Never agres with what others say
Does not try new situations
Ignore new activities
Avoids new activities and experiences
Slow to accept new ideas
Wants things left as they are
Takes a long time to get used to new things
Doesn't like to make changes
More comfortable in some situations than others
Hesitant
Very cautious
Sometimes reckless
Prefers not to make changes
Seems afraid of making mistakes
Gets bored easily
Restless most of the time
Bothered by interruptions in routine
Doesn't like things to be uncertain

A.14. Interested in Learning, Curious, Becomes involved in a task: Eager, involved, interested in things, has positive attitudes toward school rather than seeming bored, unstimulated, and negative about school. Curious about the world around him.

Works well alone
Stays after school (on his own)
Participates in discussions
Takes active part in group projects and activities
Difficult to get his attention when engaged in activity
Works on productive activity with genuine interest & concentration
Likes to start work on new activities
Can get lost in a project he enjoys
Is able to work well on things he is interested in
Uses study periods and free time constructively
Positive concern for own education
Brings outside materials to class
Interested in school work
Usually shows genuine interest in classroom activities
Involvement in classroom activities high
Eager
Eager to come to school
Is alert in class
Curious about the world around him
Interested in lots of things
Likes to pursue his own interests
Many of his interests are outside the classroom
Often makes his own "discoveries" about things he is studying

Has developed few or "shallow" interests
Often has difficulty keeping mind on school work
Distracted, does other things during classroom activities
Stares into space, daydreams
Often has difficulty finding things to do with self
Does not work well if given much free time
Shows little interest in doing things
Finds it hard to study
Shows little initiative
Often has difficulty doing school work
Doesn't apply self
Can't concentrate
Visual wandering behavior
Often daydreams and mind tends to wander
Withdraws from tasks
Takes little or no part in co-curricular activities
Does assigned work without enthusiasm or great interest
Has difficulty getting started on a task
Doesn't like difficult problems
Gets bored easily with things he starts
Likes easy tasks better than hard ones
Belittles or makes derogatory remarks about the subject being taught
Would rather do things he enjoys than learn new things
Says he hates school
Seems reluctant to come to school
Cuts school
Wants to quit school
Often expresses a dislike for school
Hard to interest him in something
Seems to have no curiosity about things
Demonstrated dislike for homework, extra assignments, projects, etc.

A. 15. Goal oriented, Efficient, Thorough: Work habits are effective, seems conscientious, diligent, sets goals for himself rather than being easily discouraged, distracted, undisciplined in his work. Finishes what he plans.

Often does more than is required
Is first in getting things started
Makes adequate use of study periods, free time
Budgets his time
Able to develop and use plans
He has everything going according to schedule
Tolerant of frustration
Sticks with a job until finished
Plans his work carefully
Thorough
Hard worker
Careful about his work
Conscientious
Others think he is a good worker
Has clearly defined sense of purpose
Expresses desire to "get ahead", become famous
Likes to win
Ambitious
Makes and sets goals for personal achievement
Follows through on plans
Good grades are important to him

Easily discouraged
Seldom works hard or long on school assignments
Loses interest and doesn't finish tasks
Works without a plan
Cannot remember directions
Looks puzzles or confused by things happening around him
Cannot stick with one task very long
Has trouble organizing time
Spends a lot of time daydreaming
Gives up easily if the task is difficult
Gives up easily if he doesn't understand something
Gives up easily unless encouraged
Disorganized
Does only as much work as needed to get by
Rushed through work to get it finished
Doesn't seem to care how well he is doing
Doesn't seem to know how to study
Makes mistakes because he does not listen well
Seems more oriented toward enjoying himself than achieving success
Demonstrated no desire to achieve success in school
Does not follow through on plans

A. 16. Pride in Accomplishments: Seems to value what he does and shows pride in his accomplishments rather than destroying what he does or not valuing his own accomplishments. Careful with things rather than careless.

Takes care of things
Takes pride in things, wants to preserve them
Takes pride in his work
Does most things well
Looks after his own things

Loses or misplaces materials
Wastes materials
Destroys things rather than show it or display it
Loses things
Careless, doesn't put things away
Tears up or destroys materials
Doesn't remember where he left things

B.1. Independent, Self-confident, Shows initiative and Individuality: Independent and self-sufficient as opposed to being dependent, requiring direction and control. Is self-directed rather than directed by what others do or think.

Seems confident in himself
Attracted to things that require his own action
Pursues independent study
Picks out book to read by himself
Supervision seldom needed
Prefers to take care of himself
Prefers to work things out for himself
Likes to do things his own way
Prefers to work alone rather than with a group
Works well alone
Can take care of himself
Sure of himself
Confident of his ability
Chooses activities without consulting others
Uses the library and other resources to find information and solve problems
Seeks help when he needs it
Has different interests than most kids his age
A non-conformist
Likes to add his own individual touch to his work
Chooses things that interest him to study
Usually does what he wants to do
Prides himself on being an individual
Likes to do as he pleases

Babyish--doesn't do as much for himself as other do
Clings to adults
Imitates others
Cannot make decisions
Always asks how to do things rather than trying to figure it out himself
Asks others to do things for him
Requires detailed explanation
Requires continuous supervision
Unsure without direct attention
Supervision always needed
Clings to mother
Stays close around the house
Craves adult attention
Requires encouragement or prodding
Often seems to have little self-confidence
Soesn't like to work alone
Depends on advice of others
Has difficulty working without clear directions
Always has to be told what to do
Has difficulty making decisions
Follows routine to the letter
Too good, too obedient
Overly conforming
"Perfect little lady, gentlemen"
Offers no resistance to adult control, compliant, obediant
Conforms to limits when teacher is present
Likes to do what everyone else is doing
Depends on others advice when making decisions

B.2. Interdependent vs. Counterdependent, Defiant: Able to maintain his individuality while recognizing a need for working with others (including adults or persons of authority) rather than becoming defiant or rebellious.

Encourages others to follow rules
Conforms to limits without control from others
Usually does what is expected
Abides by school or classroom rules or tries to have them changed
Tries to make the school pleasant for everyone
Helps make and enforce rules
Does his own work and does not get help from other students
Tries to do his best in everything he does in school
Works hard and tries to become interested in every class he takes
Completes assignments on time
Listens to the teacher and takes good notes
Does not question the importance of lessons assigned by the teacher--tries to find out why they are important
Maintains his individuality well when working with others
Recognizes a need to work with others

Disobeys classroom and school rules
Does not mind or obey unless physically punished
Does not take orders
Resents reasonable rules and regulations
Opposes adult control, defiant
Resents being told what to do
Argues about almost everything
Talks back
Argues about daily routines
Shows disrespect toward teachers
Works on his own disregarding directions
Influences others toward trouble-making
Encourages destructive activity or disobedience
Does things he has been told not to do

B.3. Relies upon Self-Assessment, Not controlled by Assessments of Others: Maintains an internal source of assessment rather than external, is able to evaluate what he does against his own criteria rather than seeking approval from others. Sees himself as in control of himself rather than being ruled by luck or fate.

Doesn't need approval from someone else to decide to do something
Seems to be his own boss
Evaluates his own progress
Doesn't judge himself by others standards
Isn't bothered if others don't like what he does

Criticizes his own performance
Too anxious to please other people
Compares his work with others
Asks often what people will say about him
Seeks approval from teacher for what he has done
Seeks constant reassurance
Requests or seeks praise or approval
Seeks help, support, sympathy from teacher, peers
Easily influenced by his friends
Blames what happens to him on bad luck
Seeks admiration

B.4. Self-assertive, Aggressive: Projects himself effectively with others, can defend himself as opposed to being meek, submissive, or too reserved.

Initiates verbal interaction with teacher
Asks for assistance for self or others
Forceful
Doesn't let others push him around
Lets people know where he stands
Usually gets his own way
Does his best in competitive situations
Stands up for his rights
Speaks out freely in class discussions
Confronts when appropriate
Begins interactions with others

Never speaks up even when has a right to be angry
Never fights back
Gives in easily
Gives up easily
Never sticks up for self, his rights
Others take advantage of him
Doesn't like to argue
Doesn't like to compete
Fights too much
Easily influenced by friends
Meek

B.5. Interpersonally effective, Cooperative, Kind, Helpful: Able to relate well to others, participates and cooperates with others rather than trying to control others or compete against others in "win-lose" situations. Is generous and helpful rather than stubborn and selfish.

Indicates listening skills
Shows others how to do things
Explains things to others
Supports, encourages, reinforces others
Offers assistance to others
Gets along easily with classmates
Positive leadership
Follows the guidance of a group
Accepts decisions made by group
Gets along well with most people
Good leader
Patient when explaining something
Able to work through differences in a conflict situation
Has strong influence on others
Interacts non-verbally with others
Cooperative
Cooperates with others
Likes to work with others
Avoids competition with peers
Doesn't like to compete
Encourages members of a group to work as a team
Works well with others
Doesn't try to take over in a group
Likes to learn by working with others
Enjoys taking part in class discussions
Seems to enjoy sharing
Shares his own possessions readily
Unselfish
Is willing to wait while others take their turn or their share
Tries to help
Helps others do things
Does favors for others
Likes to help people
Does not bother others when they are busy
Will not take toys or equipment another child is using
Asks permission to use other's things
Helps take care of other people's things
Initiates helping others
Respects others' property

Constantly fighting
Argues with others
Provokes others unnecessarily
Aggressive toward peers
Aggressive in speech
Tries to settle disagreements aggressively
Often is not a very good listener
Tries to get adults to do what he wants
Rules others with an iron hand
Insists everything be done his way
Tries to correct or punish others
Tries to take over, control others
Says the wrong thing at the wrong time
Likes to boss others around
Doesn't like people to disagree with him
Likes to be the leader in a group
Tells other kids what to do
Often aggressive and hostile
Likes to give people advice
Resists cooperating
Disrupts classroom procedures
Has a "chip on his shoulder"
Hard to get along with
Refuses to compromise
Stubborn
Competitive
Seems unhappy about sharing
Tries to attract attention
Asks questions like: "What's in it for me?"
Seeks out adults for attention
Likes an audience all the time
Interrupts, overtalks
Acts silly, "clowns" to get attention
Grags objects from others
Is a pest in school
Often sulks when unable to get own way
A poor sport and a poor loser
Tends to relate to one particular adult
Defaces property
Has little patience with others
Does not take care of the belongings of others
Tries to get his way, more than his share

B.6. Able to Give and Receive Feedback, Non-defensive: Open and receptive to information, positive or negative, about his work, behavior, or his attitudes rather than needing to defend himself against such information. Provides others with accurate, constructive information, positive or negative, when appropriate rather than giving criticism or shallow praise.

Can admit his mistakes
Provides meaningful feedback concerning others behavior
Accepts feedback without becoming defensive or hostile
Responds favorably to criticism
Able to accept criticism
Tries to give other people helpful feedback

Says others make him do things
Says others get him into trouble
Makes excuses for mistakes
Blames others for things he has done
Sulks if reproved
Sensitive to criticism
Becomes embarrassed when receiving positive feedback
Criticizes poor work
Finds fault with what others do
Doesn't like others to disagree with him

B.7. Responsible, Fair, Dependable, Loyal: Reliable, can be trusted, follows through, someone you can count on; rather than someone who doesn't do what he promises, can't be depended upon when needed. Seeks and accepts responsibility

Does fair share of work
Performance is even
Gets work done on time
Performs expected tasks.
Is able to meet ordinary requirements of school
Defends his group against criticism
Dependable, trustworthy
Regular attendance
Carries out the promises he makes
Can be counted on
Always keeps promises
Keeps his word
Others depend upon him
Others trust him
Loyal to his friends
Likes to have school jobs with responsibility
Offers to do things for the teacher
Does things without being told
Volunteers for projects at school

Procrastinates
Avoids unpleasant but necessary tasks
Delays carrying out tasks, wastes his time
Resists doing what is expected
Fails to carry out tasks
Dawdles
Quality of school work varies from day to day
Does just enough work to get by
Work always incomplete
Doesn't do assigned work
Sneaky in much of what he does
Often is dishonest and not very trustworthy
Cheats
Steals
Two-faced
Can't depend on him
Doesn't always tell the truth
Does not do what he says he will
Shuns responsibility
Doesn't like to have responsibility
Cannot be depended on to take the responsibility for something

B.8. Interested in Others' Welfare, Sensitive to Feelings of Others, Sympathetic, Understanding: Interested in others, able to be empathic, compassionate, concerned about people, aware of how he relates to others; rather than removed from others, unaware of how others react to him, insensitive or negative in his behavior toward others.

Interested in others' ideas, opinions, views
Active concern for learning, growth, development of others
Takes time to find out what others are doing
Gives the other person a chance to say what he thinks
Listens to the other person's point of view
Concerned about other people's problems
Aware of and shows concern for feelings of others
Considerate of others
Expresses appreciation
Apologizes to others if he has hurt or upset them
Speaks well of others
Tries to stop rumors
Tries not to hurt others
Tries to cheer up others
Tries to comfort others when they are hurt
Expresses delight over the happiness of others
Careful not to say things that will hurt others' feelings
Tries to understand how others feel
Kind and sympathetic
Kindhearted
Tries to make others happy
Tries to understand the other person's point of view
Sensitive to people's reactions to him
Asserts self without antagonizing or hurting others
Compassionate
Empathic

Has no interest in what his classmates do
Makes cruel, spiteful, critical remarks to others
Likes to make fun of others
Is not very tactful with others
Monopolizes conversations
Keeps talking about himself
Makes fun of others
Hurts others' feelings
Frightens others, bullies
Acts glad when others get in trouble
Tries to get others into trouble
Threatens others
Falsely blames others
Tattles on others
Hits and pushes others
Uses abusive language
Plays mean tricks on others
Does rough things to hurt others
Cruel with animals or people
Enjoys inflicting pain on others, animals
Enjoys seeing others hurt
Intimidates others
Calls others names
Mocks others
Insensitive to others' difficulties
Teases or torments others
Interrupts others to talk
Is mean to others
Impatient with others
Laughs at other's mistakes
Says the wrong thing at the wrong time
Unaware of how adults feel toward him
Unconcerned about what others think of him or how they react to him
Not aware of the personal impact he has on others

B.9. Non-Possessive, Undemanding, Forgiving: Seems to view the world as fair to him, doesn't make demands on his friends or try to completely possess them as opposed to being jealous, vindictive, or believing situations are unfair to him.

Seldom makes demands on others
Doesn't mind sharing his friends
Doesn't hold a grudge

Tries to get even
Slow to forgive when offended
Jealous
Tries to keep a particular classmate all to himself
Says teacher doesn't help him enough
Complains of unfairness
Gives others dirty looks
Critical of others
Becomes hurt or angry when his friends play with someone else

B.10. Open, Shares ideas and Feelings Honestly, Authentic: Comes across to others as genuine, congruent, authentic rather than appearing phony in what he says or distant and restrained with others. Shares himself openly rather than seeming guarded, masked, or protecting himself.

Warmly accepts others without imposing conditions
Shares ideas
Tries out his new ideas in the group
Shares deep and genuine feelings, beliefs, attitudes, ideas, and opinions with others
Expresses feelings honestly and openly
Likes to tell what he thinks about things
Genuine
Is easy to understand
Makes his attitudes clear
Discusses his problems with others
Honest in sharing feelings, beliefs, ideas
Honestly disagrees with a teacher, authority, or peer
Is willing to say "I don't know."
Cries and laughs when he feels like it
Congruent
What he says he feels seems to match what he appears to feel

No eye contact (for more than 10 seconds)
Will not look adult in face
Ignores new person in group
Avoids new person in group
Does not communicate meaningfully with others
Seldom talks
Hard to talk with others
Clams up, will not talk about self or actions
Listens, but does not express self or enter in
Seems to find it hard to talk with his classmates
Seems to be off in world of his own
Acts as if he doesn't hear when others talk to him
Prefers to keep his feelings to himself
Acts differently depending on group he is in
Doesn't share much of himself with others
Seems to be protecting himself
Guarded
Phony
Seems to mask his true feelings

B.11. Tolerant, Unprejudiced, Accepting, Treats Others as Equals: Able to accept others different from himself without imposing his own beliefs, ideas, or opinions upon them as opposed to judging others from a narrow viewpoint and appearing to find himself superior or inferior to them in comparison.

Treats other people as equals
Modest
Tolerant
Unprejudiced
Non-judgmental--seems to accept his classmates on an equal basis
Can be friendly with different kinds of people
Seems to be able to accept people who are different from himself easily

Often lacks status and feels insecure with friends
Boastful
Boasts about how tough he is
Brags
Shows off possessions
Talks about feeling inadequate
Says he is inferior
Likes to show off
Shows strong biases in his relating to other students
Does not treat all of his classmates as equals

B.12. Friendly, Warm, Affectionate, Trusting Others: Makes and keeps friends, can relate to many people, trusts others and seeks to be in contact with others rather than being a "loner", unable to make friends, unable to relate to other people meaningfully, distrusting others.

Seems to trust people
Friendly
Initiates social interaction/ conversation
Initiates contact with others appropriately
Approaches strangers who come to visit
Approaches new person in group with positive attitude
Is able to be helped by other students
Encourages others to do things with him
Tries to include others in group
Joins a group on his own
Has friends
Would rather do things with others than alone
Likes to work or play near others
Seeks others out
Seeks physical contact with others
Shows affection, tenderness
Touches, spontaneously and comfortably
Likes to join others playing
Makes friends easily
Interested in people
Has a few close friends
Tries to participate in group activities
Warm, friendly person
Tries to include others in plans
Enjoys being with people
Approaches others and invites them to play or work with him
Affectionate
Relates to all ages
Relates to opposite sex

Doesn't trust many people
Lacks friends
Has no friends
Seeks privacy
Often prefers to be alone
Seldom initiates communication
Watches others, but doesn't join in
Often has trouble making friends
Often has trouble keeping friends
Seldom agreeable
Often has bad and unacceptable manners
Discourteous, rude
Cannot accept affection from others
Has difficulty keeping friends
Has very few friends
Likes to be alone
Slow in making friends
Doesn't like to be hugged or kissed
Seems afraid of teachers, other adults
Acts as if he feels others do not like him
Cold and distant

B.13. Accepted, Respected by Others: Others seem to like him, choose to work with him, want to be with him rather than leave him out, ignore him, or dislike him. Seems important to others and popular with them.

Shows definite group belongingness
Seems to be an important person to his classmates
Is popular with classmates
Sought out by others
Most of his classmates like him
Is important to his classmates
Friends include him in activities
Friends like to play with him
Has lots of friends

Tells others they do not understand him
Others call him names
Is picked on by classmated
Not accepted by classmates
Personal values often not accepted by others
Classmates have no confidence in him
Often appears to feel unwanted or disliked
Not many people like him
Is often left out
Some kids won't play with him
Isn't friendly with others
Seems lonely
Seems to feel "left out" of things in class
His ideas and opinions are ignored by others

B.14. Sociable, Outgoing: Conducts himself well in social situations, is able to relax and enjoy himself, can function well in front of a group rather than being nervous or reserved in social situations, having "stage fright", or being shy and self-conscious.

Makes social introductions easily
Volunteers to recite
Popular with kids his age
At ease with people
Makes a good first impression
Good social mixer
At ease with strangers
Enjoys the excitement of a crowd
Interested in people
Can fit well with any group of people
Enjoys social activities
Seldom embarrassed
Likes to be called on in class

Avoids social activities
Becomes less effective when being observed
Is quite self-conscious in groups
Easily embarrassed
Blushes more than others
Often tends to have "stage fright"
Unpopular with other students his own age
Seems shy
Bashful
Feels uneasy in presence of teacher
Speaks to teacher in low uncertain tones with much effort
Often seems afraid to speak out in class
Mutters or mumbles or talks in low tones
Never asks the teacher to explain anything
Will not ask questions even when he doesn't know how to do work
Avoids seeking help, timid
Often doesn't carry on a pleasant conversation
Often talks dirty, swears, or uses foul words
Curses
Keeps quiet in a group
Seems nervous when others talk to him
Finds it hard to talk to new people
Very self-conscious

B.15. Social responsibility, Citizenship: Aware of the responsibilities of a citizen, has concern for social problems, seems to know what is expected of an individual in his community rather than being unaware of the requirements a society makes upon an individual and unconcerned about social problems.

Likes to know what is going on in the community
Seems to be a responsible citizen
Knows his responsibilities as a citizen
Shows an interest in social problems

Shows no shame or guilt after being caught
Disrespectful during patriotic situations
Seems to have no concern for people less fortunate than he
Unaware of society's problems

APPENDIX G

SUBSCALE AND ITEM STATISTICS FOR THE TEACHER ATTITUDE QUESTIONNAIRE

This appendix contains the following tables:

Table 1: Item Statistics for the TAQ
Table 2: TAQ Subscale 9, Items and Item X Subscore Correlations
Table 3: Subscale Summary Statistics
Table 4: Subscore Intercorrelations
Table 5: Scoring Keys for the TAQ
Table 6: Possible and Actual Range of Subscores

TABLE 1

ITEM STATISTICS FOR THE TAQ

Sub Scale	Item	Scale Titles and Item Statements	$\bar{X}$	SD	r*	N	Number Responding to Each Alternative				
							1	2	3	4	5
1		Individualization of Instruction and Variety in Activities and Resources									
	15	Students are grouped in different ways according to the learning tast and individual preferences.	2.47	1.15	-63	91	19	33	20	11	6
	16	The individual student's learning needs are diagnosed and recorded to aid in planning individual activities and learning experiences.	2.55	1.09	-67	"	16	31	25	14	4
	17	Textbooks and resource material on many different levels of difficulty are readily available for student use.	2.40	1.29	-59	"	29	25	15	14	7
	18	The responsibility for keeping on-going records of student needs, performance, and progress is shared by the student and teacher.	2.77	1.22	-64	"	16	23	26	16	9
	19	A student is evaluated by comparing his performance with pre-determined objectives and his individually diagnosed needs rather than with the performance of other students.	2.34	1.11	-66	"	20	40	15	10	5
	20	Parent-student-teacher communication is maintained by joint goal-setting, record-keeping, and conferences.	3.25	1.23	-74	"	9	15	27	22	17
	24	Many different activities go on simultaneously in my classroom.	2.42	1.12	-65	"	24	23	28	12	3
	26	Many materials I have developed can be seen in use by different groups of children.	2.68	1.03	-52	"	14	21	35	12	4
	28	As a class we can be seen using the community and field trips as part of the reguler program.	3.08	1.33	-57		14	17	24	18	17
2		Climate (Human Interaction)									
	39	Students are friendly at this school	1.92	.81	-50	91	26	52	8	4	1
	40	Students here are treated as responsible persons by the staff.	2.51	.97	-76	"	9	45	23	10	4
	41	Students have a great deal of say in what the school rules are to be.	3.15	1.02	-62	"	1	28	28	24	10
	42	Teachers are interested in the personal problems of students here.	1.92	.82	-80	"	31	39	17	3	0
	43	Teachers are friendly with students and one another.	1.85	.84	-82	"	34	42	10	3	1
	44	This school is a pleasant place to be.	1.85	.84	-81	"	35	39	13	2	1
	45	The principal is warm and friendly with students at this school.	1.78	.81	-68	"	39	36	11	3	0
	47	Students and teachers treat each other with respect at this school.	2.54	.91	-66	"	9	38	31	8	3
	49	Most teachers are willing to hear student complaints.	2.15	.77	-65	"	13	58	13	5	1
	50	Most teachers here take a personal interest in students.	1.97	.81	-75	"	25	49	12	3	1

*Item by subscore intercorrelation

TABLE 1 continued

Sub Scale	Item	Scale Titles and Item Statements	$\bar{X}$	SD	r*	N	Number Responding to Each Alternative				
							1	2	3	4	5
3		Focus on Problem-Solving and Experience vs. Academics and Subject Matter									
	1	Academic instruction should be the top priority in any educational program.	2.84	1.24	65	91	11	31	22	10	14
	4	The absence of personally meaningful experiences in school is the major contributor to student dissatisfaction.	1.92	1.06	-55	"	40	29	14	5	3
	5	Students should be given a solid foundation in basic skills and fundamental facts and principles before pursuing problems on their own.	2.88	1.32	68	"	18	19	20	20	12
	7	Learning activities should be organized around life experiences rather than around subject areas.	2.18	.96	-64	"	24	35	27	2	3
	10	It is more important for a student to learn how to approach and solve a problem than it is for him to master the subject matter.	1.67	.87	-76	"	49	27	12	2	1
4		Need for Discipline and Control									
	2	Noisy classrooms interfere with learning.	3.44	1.16	-58	91	5	17	18	33	17
	13	Most of the problems in today's schools are the result of lack of control and discipline by teachers and principals.	3.54	1.21	-62	"	7	10	22	27	23
	21	A student usually has to get permission from the teacher to leave his desk.	4.37	.83	-47	"	1	0	13	25	51
	25	Students are expected to do their own work without getting help from other students.	4.22	.83	-44	"	0	4	10	37	39
	35	Student desks are arranged in rows facing the same direction.	4.13	1.31	-48	"	7	7	9	12	56
	38	The school is too noisy.	3.60	1.08	-74	"	4	11	20	36	19
	46	Teachers and administrators are not strict enough with students at this school.	3.45	1.07	-69	"	3	15	25	30	16
	48	Students do not have enough respect for school property.	2.60	1.08	-44	"	18	22	30	18	2

TABLE 1 continued

Sub Scale	Item	Scale Titles and Item Statements	$\bar{X}$	SD	r*	N	Number Responding to Each Alternative 1	2	3	4	5
5		Focus on Personal Growth and Development									
	6	The development of a positive self-concept should be the primary goal of a school.	1.57	.72	-69	91	49	34	6	2	0
	11	A student's attitudes and self-concept are largely the result of his home environment and cannot be changed to any extent in school.	3.56	1.00	75	"	2	12	26	35	16
	12	The main purpose of education should be to help each student develop his own abilities and identify his own interests and goals in life.	1.43	.64	-49		59	25	5	0	0
6		Trust, Freedom, and Involvement of Students in Decisions									
	9	Teachers should express their feelings openly to students.	2.06	.94	-38	91	28	37	21	3	2
	14	Students are given a major responsibility for classroom management decisions.	3.00	.87	-63	"	2	24	39	20	4
	22	Students have the opportunity to change what the class is doing.	2.79	.89	-65	"	8	21	45	14	2
	27	Students may voluntarily use other areas of the building and school campus as part of their school time.	3.10	1.25	-54	"	10	22	21	23	14
	29	Students spontaneously group and regroup themselves for different activities in the class.	2.67	1.15	-75	"	16	26	25	18	5
	30	Each student makes his own decisions about what he is going to do each day.	3.73	1.12	-67	"	4	9	20	31	26
	36	The students spontaneously look at and discuss each other's work.	2.32	.96	-54	"	20	32	31	6	2
	37	Students play a major role in setting their goals and identifying their own needs.	2.86	1.05	-76	"	9	25	32	20	5

TABLE 1 continued

Sub Scale	Item	Scale Titles and Item Statements	$\bar{X}$	SD	r*	N	Number Responding to Each Alternative				
							1	2	3	4	5
7		Teacher Control of Content and the Learning Situation									
	8	Most students cannot assume the responsibility for their own learning. They need set assignments, limits, direction, and control.	2.84	1.32	-68	91	16	27	16	20	12
	23	Materials are kept out of the way until they are distributed or used under my direction.	3.75	1.09	-49	"	3	10	18	32	26
	31	I make sure students use materials only as instructed.	3.64	.94	-51	"	1	8	28	32	18
	32	My lessons and assignments are given to the class as a whole.	3.10	1.17	-72	"	8	20	30	19	13
	33	I base my instruction on curriculum guides or textbooks specified for the grade level or subject I teach.	3.65	1.21	-66	"	5	12	21	23	29
	34	The class operates within clear guidelines which I make very clear and explicit.	2.86	1.05	-64	"	10	22	33	19	5
8		Orientation Toward Competition									
	3	Competition is important in schools to prepare students for the real world.	2.90	1.20		91	13	22	25	21	9
9		Focus on Student Involvement and Participation vs. Academics and Control This scale is composed of items 1 - 38, 46, & 48, all of which are presented above.									

TABLE 2

TEACHER ATTITUDE QUESTIONNAIRE SUBSCALE 9

Focus on Student Involvement and Participation vs. Academics and Control

Item	Item X Subscore Correlation	
1.	.4704	Academic instruction should be the top priority in any educational program.
2.	.4498	Noisy classrooms interfere with learning.
3.	.4190	Competition is important in schools to prepare students for the real world.
5.	.3754	Students should be given a solid foundation in basic skills and fundamental facts and principles before pursuing problems on their own.
8.	.6184	Most students cannot assume the responsibility for their own learning. They need set assignments, limits, direction, and control.
11.	.2195	A student's attitudes and self-concept are largely the result of his home environment and cannot be changed to any extent in school.
13.	.4260	Most of the problems in today's schools are the result of lack of control and discipline by teachers and principals.
21.	.3999	A student usually has to get permission from the teacher to leave his desk.
23.	.4048	Materials are kept out of the way until they are distributed or used under my direction.
25.	.3184	Students are expected to do their own work without getting help from other students.
31.	.4308	I make sure students use materials only as instructed.

TABLE 2 continued

TEACHER ATTITUDE QUESTIONNAIRE SUBSCALE 9

Focus on Student Involvement and Participation vs. Academics and Control - Cont.

Item	Item X Subscore Correlation	
32.	.5895	My lessons and assignments are given to the class as a whole.
33.	.5339	I base my instruction on curriculum guides or textbooks specified for the grade level or subject I teach.
34.	.4674	The class operates within clear guidelines which I make very clear and explicit.
35.	.3942	Student desks are arranged in rows facing the same direction.
38.	.3460	The school is too noisy.
46.	.4185	Teachers and administrators are not strict enough with students at this school.
48.	.2483	Students do not have enough respect for school property.
4.	-.3053	The absence of personally meaningful experiences in school is the major contributor to student dissatisfaction.
6.	-.4458	The development of a positive self-concept should be the primary goal of a school.
7.	-.4866	Learning activities should be organized around life experiences rather than around subject areas.
9.	-.2879	Teachers should express their feelings openly to students.
10.	-.5421	It is more important for a student to learn how to approach and solve a problem than it is for him to master the subject matter.

TABLE 2 continued

TEACHER ATTITUDE QUESTIONNAIRE SUBSCALE 9

Focus on Student Involvement and Participation vs. Academics and Control - Cont.

Item	Item X Subscore Correlation	
12.	-.2416	The main purpose of education should be to help each student develop his own abilities and identify his own interests and goals in life.
14.	-.4915	Students are given a major responsibility for classroom management decisions.
15.	-.5725	Students are grouped in different ways according to the learning task and individual preferences.
16.	-.3619	The individual student's learning needs are diagnosed and recorded to aid in planning individual activities and learning experiences.
17.	-.3916	Textbooks and resource material on many different levels of difficulty are readily available for student use.
18.	-.3535	The responsibility for keeping on-going records of student needs, performance, and progress is shared by the student and teacher.
19.	-.4541	A student is evaluated by comparing his performance with pre-determined objectives and his individually diagnosed needs rather than with the performance of other students.
20.	-.4580	Parent-student-teacher communication is maintained by joint goal-setting, record-keeping, and conferences.
22.	-.4754	Students have the opportunity to change what the class is doing.
24.	-.6003	Many different activities go on simultaneously in my classroom.

TABLE 2 continued

TEACHER ATTITUDE QUESTIONNAIRE SUBSCALE 9

Focus on Student Involvement and Participation vs. Academics and Control - Cont.

Item	Item X Subscore Correlation	
26.	-.4641	Many materials I have developed can be seen in use by different groups of children.
27.	-.4688	Students may voluntarily use other areas of the building and school campus as part of their school time.
28.	-.5170	As a class we can be seen using the community and field trips as part of the regular program.
29.	-.4363	Students spontaneously group and regroup themselves for different activities in the class.
30.	-.5314	Each student makes his own decisions about what he is going to do each day.
36.	-.3681	The students spontaneously look at and discuss each other's work.
37.	-.5548	Students play a major role in setting their goals and identifying their own needs.

TABLE 3

TEACHER ATTITUDE QUESTIONNAIRE

Summary Statistics

Subscale	No. Items	Hoyt Reliability Coeffecients	N	Mean	Std. Dev.
1	9	.81	91	29.58	7.10
2	10	.90	91	38.07	6.83
3	5	.60	91	17.78	3.55
4	8	.63	91	18.34	4.69
5	3	.17	91	12.49	1.62
6	8	.76	91	25.29	5.25
7	6	.64	91	15.85	4.25
8	1	---	91	3.07	1.25
9	40	.90	91	136.57	20.70

TABLE 4

SUBSCORE INTERCORRELATIONS

N = 91

	1	2	3	4	5	6	7	8
2	.18							
3	.24*	-.15						
4	-.25*	-.05	-.42**					
5	.19	.17	.34**	-.36**				
6	.51**	.11	.38**	-.28**	.28**			
7	-.53**	.14	-.54**	.53**	-.26*	-.47**		
8	-.02	.19	-.45**	.38**	-.12	-.21*	.46**	
9	.73**	.05	.67**	-.67**	.44**	.73**	-.82**	-.42**

---

* Significant beyond the .05 level of probability.

** Significant beyond the .01 level of probability.

TABLE 5

SCORING KEYS FOR TAQ

Sub-scale	Items	A	B	C	D	E	SCALE*
1.	15-20,24,26,28	5	4	3	2	1	VALUES ASSIGNED TO EACH ITEM ALTERNATIVE
2.	39-45,47,49,50	5	4	3	2	1	
3.	1,5	1	2	3	4	5	
	4,7,10	5	4	3	2	1	
4.	2,13,21,25,35 38,46,48	5	4	3	2	1	
5.	6,12	5	4	3	2	1	
	11	1	2	3	4	5	
6.	9,14,22,27,29, 30,36,37	5	4	3	2	1	
7.	8,23,31-34	5	4	3	2	1	
8.	3	5	4	3	2	1	
9.	1-3,5,8,11,13,21,23, 25,31-35,38,46,48,	1	2	3	4	5	
	4,6,7,9,10,12,14-20, 22,24,26-30,36,37	5	4	3	2	1	

* Items 1 through 13 used a scale from A to E, Completely Agree to Completely Disagree. Items 14 through 50 used a scale from A to E, Completely True to Not At All True.
(Refer to completed questionaire in Appendix J for directions for administration.)

TABLE 6

TEACHER ATTITUDE QUESTIONNAIRE

Possible and Actual Range of Scores

Subscore	Possible Range	Actual Range
1.	9 - 45	13 - 43
2.	10 - 50	19 - 48
3.	5 - 25	7 - 25
4.	8 - 40	9 - 31
5.	3 - 15	8 - 15
6.	8 - 40	12 - 37
7.	6 - 30	6 - 27
8.	1 - 5	1 - 5
9.	40 - 200	88 - 184

APPENDIX H

TAQ FACTORS AND CONSTRUCTION OF SUBSCALES

This appendix presents a description of the factors obtained in the factor analysis of the Teacher Attitude Questionnaire and a discussion of the relationship between the factors and subscales. The factors are presented in tables, with item headings. Figures 1 and 2 present the frequency distribution of scores on Factor 1 and Subscale 9 respectively, for comparison purposes.

The factors obtained from factor analysis of the TAQ were used as the basis, along with item intercorrelations, for the development of subscales. The factors are presented in the Tables in this Appendix. A brief discussion will be presented here of the way in which the subscales were constructed. Factors 3, 5, 8, 11, and 15 were based primarily on demographic or school data, so were omitted from consideration in building the subscales.

Factor 1 (Table 1) included at least three major constructs: (1) variety in activities and resources, (2) individualization of instruction, and (3) student decision-making. Subscale 1 (Table 1, Appendix G) was based on the first two, but it was decided to use the student decision-making items in combination with student freedom and trust items in a separate subscale (Subscale 6). These items also loaded on Factor 17, which was used as the basis for Subscale 6. The items that loaded negatively on Factor 1 were also not included in Subscale 1, but were used to form a separate subscale (Subscale 7). Item 28 was added to Subscale 1 and item 34 to Subscale 7 on the basis of item intercorrelations.

Factor 2 (Table 2) was used (anything loading at .30 or above) as Subscale 2, Climate, primarily as defined by the perceived nature and quality of human interaction within the School. It appears to be the most independent of the factors. It resulted in a subscale that showed the lowest overall correlations with the other subscales. (See Table 4, Appendix G).

Factor 4 (Table 3) was interesting in that it represents the stereotyped traditional education orientation. Perhaps ill-advisedly, it was decided not to use this factor as a subscale, partly because it consists of several concepts, which it might be more useful to examine independently.

If the reader should wish to use this factor as a subscale, the possible and actual range of scores and frequency distribution have been completed and are in Figure 1. Item by subscore correlations and correlations with other subscores were not computed. It can be seen from the frequency distribution that if this factor were used as a subscale, it would spread this sample of teachers out along a fairly flat distribution.

This factor was used as the basis for the construction of Subscale 9. By identifying items that correlated positively or negatively with the items in Factor 4 (items 1, 2, 3, 5, 8, and 13) a larger group of items was assembled, drawing from items in subscales 1 through 8 (with the exception of Subscale 2). Those that correlated negatively were reverse scored. A similar score might be obtained more simply by summing subscores from all subscales other than 2, reversing those that correlate negatively (4, 7, and 8, Table 4, Appendix G). Or Factor 4 might be used, as suggested earlier. Factor 4 does appear to spread this sample of teachers out better than Subscale 9 (compare frequency distributions in Figures 1 and 2).

Since the items in Factor 4 represented several concepts, they were separated into different subscales. Two items that correlated highly with each other (items 1 and 8) were used as the basis for Subscale 3, along with negatively correlated items constituting Factor 6 (Table 4). The other items in Factor 4 were placed with other subscales on the basis of item intercorrelations. Item 3 was retained as a single item "Competition" subscale (Subscale 8). If this concept is of interest, additional items should be written for the subscale.

Factor 7, Need for Discipline and Control, was combined with Factor 10, Focus on Control (Table 5), to form Subscale 4, Need for Discipline and Control. Note that item 2 and item 13, together in Factor 4, each loaded on one of these factors. Item 35 was added on the basis of item intercorrelations.

The factors were less helpful in constructing the remaining scales. Subscale 5 was particularly weak, but items 6 and 12 were together with high loadings in Factor 14 (Table 6), and item 6 correlated negatively with item 11, which formed a single factor (Factor 16, Table 6).

Subscale 6 was based primarily on Factor 17 (Table 7), but picked up single items 9, 27, and 36 on the basis of item intercorrelations. Each of these was essentially a single item factor. Note that items 29, 30, and 37, deleted from Factor 1 in forming Subscale 1, were also found in Factor 17 and were included in Subscale 6.

TABLE 1

TEACHER ATTITUDE QUESTIONNAIRE

FACTOR 1 - Variety in Activities and Student Decision Making

Item	Loading	
24.	.82	Many different activities go on simultaneously in my classroom.
26.	.69	Many materials I have developed can be seen in use by different groups of children.
30.	.57	Each student makes his own decisions about what he is going to do each day.
16.	.44	The individual student's learning needs are diagnosed and recorded to aid in planning individual activities and learning experiences.
17.	.43	Textbooks and resource material on many different levels of difficulty are readily available for student use.
18.	.40	The responsibility for keeping on-going records of student needs, performance, and progress is shared by the student and teacher.
15.	.39	Students are grouped in different ways according to the learning task and individual preferences.
20.	.39	Parent-student-teacher communication is maintained by joint goal-setting, record-keeping, and conferences.
29.	.33	I base my instruction on curriculum guides or textbooks specified for the grade level or subject I teach.
19.	.29	A student is evaluated by comparing his performance with pre-determined objectives and his individually diagnosed needs rather than with the performance of other students.
37.	.29	Students play a major role in setting their goals and identifying their own needs.
33.	-.29	I base my instruction on curriculum guides or textbooks specified for the grade level or subject I teach.

FACTOR 1 - Variety in Activities and Student Decision Making - Cont.

Item	Loading	
8.	-.30	Most students cannot assume the responsibility for their own learning. They need set assignments, limits, direction, and control.
21.	-.36	A student usually has to get permission from the teacher to leave his desk.
31.	-.36	I make sure students use materials only as instructed.
23.	-.44	Materials are kept out of the way until they are distributed or used under my direction.
32.	-.58	My lessons and assignments are given to the class as a whole.

TABLE 2

TEACHER ATTITUDE QUESTIONNAIRE

FACTOR 2 - Climate (Human Interaction)

Item	Loading	
43.	.88	Teachers are friendly with students and one another.
42.	.87	Teachers are interested in the personal problems of students here.
50.	.83	Most teachers here take a personal interest in students.
44.	.76	This school is a pleasant place to be.
49.	.68	Most teachers are willing to hear student complaints.
40.	.66	Students here are treated as responsible persons by the staff.
45.	.64	The principal is warm and friendly with students at this school.
41.	.42	Students have a great deal of say in what the school rules are to be.
39.	.30	Students are friendly at this school.

TABLE 3

TEACHER ATTITUDE QUESTIONNAIRE

FACTOR 4 - Traditional Orientation

Item	Loading	
1.	-.72	Academic instruction should be the top priority in any educational program.
5.	-.69	Students should be given a solid foundation in basic skills and fundamental facts and principles before pursuing problems on their own.
8.	-.63	Most students cannot assume the responsibility for their own learning. They need set assignments, limits, direction, and control.
3.	-.60	Competition is important in schools to prepare students for the real world.
2.	-.56	Noisy classrooms interfere with learning.
13.	-.35	Most of the problems in today's schools are the result of lack of control and discipline by teachers and principals.
10.	.34	It is more important for a student to learn how to approach and solve a problem than it is for him to master the subject matter.

TABLE 4

TEACHER ATTITUDE QUESTIONNAIRE

FACTOR 6 - Curriculum Based on Problem-Solving and Experience

Item	Loading	
10.	.79	It is more important for a student to learn how to approach and solve a problem than it is for him to master the subject matter.
7.	.75	Learning activities should be organized around life experiences rather than around subject matter.
4.	.57	The absence of personally meaningful experiences in school is the major contributor to student dissatisfaction.

TABLE 5

TEACHER ATTITUDE QUESTIONNAIRE

FACTOR 7 - Need for Discipline and Control

Item	Loading	
46.	.80	Teachers and administrators are not strict enough with students at this school.
38.	.70	The school is too noisy.
13.	.63	Most of the problems in today's schools are the result of lack of control and discipline by teachers and principals.
48.	.37	Students do not have enough respect for school property.
21.	.34	A student usually has to get permission from the teacher to leave his desk.

FACTOR 10 - Focus on Control

Item	Loading	
25.	.76	Students are expected to do their own work without getting help from other students.
31.	.34	I make sure students use materials only as instructed.
2.	.28	Noisy classrooms interfere with learning.

TABLE 6

TEACHER ATTITUDE QUESTIONNAIRE

FACTOR 14 - Focus on Individual Growth and Interests

Item	Loading	
12.	.60	The main purpose of education should be to help each student develop his own abilities and identify his own interests and goals in life.
19.	.55	A student is evaluated by comparing his performance with pre-determined objectives and his individually diagnosed needs rather than with the performance of other students.
6.	.53	The development of a positive self-concept should be the primary goal of a school.
16.	.45	The individual student's learning needs are diagnosed and recorded to aid in planning individual activities and learning experiences.

FACTOR 16

Item	Loading	
11.	.88	A student's attitudes and self-concept are largely the result of his home environment and cannot be changed to any extent in school.
13.	.28	Most of the problems in today's schools are the result of lack of control and discipline by teachers and principals.
6.	-.29	The development of a positive self-concept should be the primary goal of a school.

TABLE 7

TEACHER ATTITUDE QUESTIONNAIRE

FACTOR 17 - Student Involvement in Decision Making

Item	Loading	
14.	.81	Students are given a major responsibility for classroom management decisions.
37.	.73	Students play a major role in setting their goals and identifying their own needs.
22.	.66	Students have the opportunity to change what the class is doing.
28.	.46	As a class we can be seen using the community and field trips as part of the regular program.
20.	.44	Parent-student-teacher communication is maintained by joint goal-setting, record-keeping, and conferences.
18.	.43	The responsibility for keeping on-going records of student needs, performance, and progress is shared by the student and teacher.
41.	.39	Students have a great deal of say in what the school rules are to be.
29.	.38	Students spontaneously group and regroup themselves for different activities in the class.
30.	.36	Each student makes his own decisions about what he is going to do each day.

FIGURE 1

Frequency Distribution Of Scores For Factor 4

TRADITIONAL ORIENTATION

(Possible Range: 6 - 30)

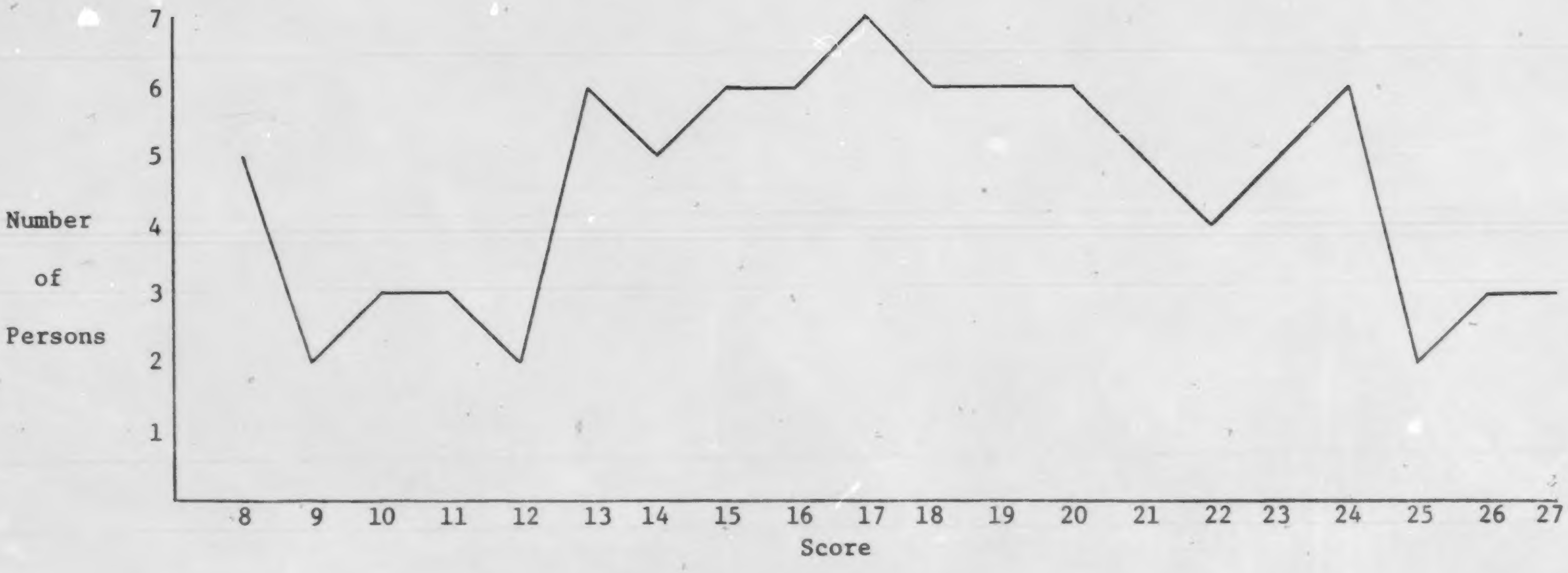
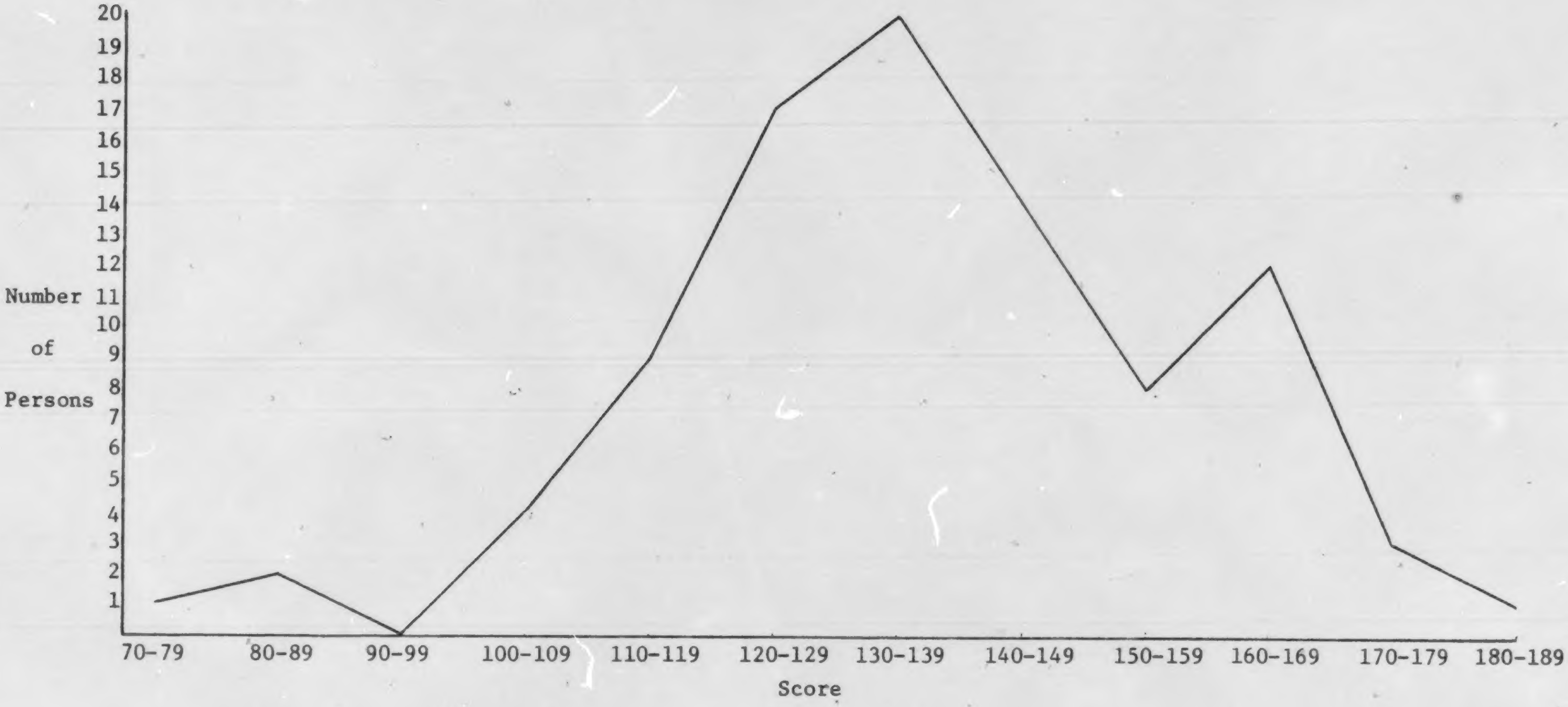


FIGURE 2

Frequency Distribution Of Scores For Subscale 9

FOCUS ON STUDENT INVOLVEMENT AND PARTICIPATION VS. ACADEMICS AND CONTROL

(Possible Range: 40 - 200)



APPENDIX I

DEMOGRAPHIC AND SCHOOL DATA COMPARED WITH TAQ RESPONSES

This Appendix presents tables supporting the discussion in the Research Results section of Section 3. The following tables are included:

Table 1:	Race and Socio-Economic Level Intercorrelations
Table 2:	Correlation of Demographic and School Data with TAQ Responses

TABLE 1

Race and Socio-Economic Level Correlations

		% Anglo	% Black	% Chicano	% High Socio-Economic Level	% Medium Socio-Economic Level
Race	% Black	-.204				
	% Chicano	-.966	-.036			
Socio-economic Level	% High	.389	-.321	-.324		
	% Medium	.747	-.224	-.712	-.045	
	% Low	-.864	.362	.800	-.466	-.860

TABLE 2

Correlation of Demographic and School Data with Teacher Responses to TAQ Items*

Item	Level Taught	Sex	Age	Education	Students Taught % Anglo	% Black	% Chicano	Socio-Economic Level % High	% Medium	% Low
1	-23	17	-08	-03	07	-08	-05	-02	-03	02
2	01	-08	-11	-05	03	-21	03	16	-06	-03
3	-18	16	-16	-14	-04	15	02	02	-20	16
4	07	-01	18	-08	-26	00	27	02	-17	17
5	-21	22	06	-22	06	-18	-01	-06	02	01
6	22	-10	06	07	-10	00	11	-03	-10	11
7	24	-06	18	06	02	-14	01	13	-02	-04
8	-16	15	02	03	25	-19	-21	15	12	-19
9	08	-15	10	-02	-03	-18	-03	17	-11	02
10	20	05	16	-00	-14	09	12	-08	-05	09
11	03	-07	-07	-00	12	-15	-10	-05	12	-08
12	17	-12	-11	18	-19	16	16	-05	-21	21
13	-22	-07	03	03	17	-20	-13	14	06	-13
14	21	-02	17	00	-05	-10	09	03	-13	11
15	22	-12	06	-13	-02	08	01	-04	-04	05
16	35	-13	21	22	25	-19	-22	14	18	-22
17	29	01	02	02	08	-24	-02	05	11	-12
18	10	-06	05	-10	09	-14	-05	13	-02	-05
19	23	-06	13	-01	-01	-11	05	-11	06	01
20	37	-09	-02	02	-02	-08	04	-04	02	02
21	12	-05	-13	-03	-14	-10	16	19	-18	06
22	-01	-06	02	-26	-18	05	19	-19	-10	19
23	-05	07	-19	-08	04	-06	-02	-01	16	-06
24	07	-12	12	-05	01	00	-01	-18	02	08
25	00	-16	-09	09	-06	00	06	01	-04	02
26	01	-17	02	-03	-14	04	13	-16	-15	21
27	-12	-07	23	07	-22	13	19	-22	-07	18
28	33	05	-02	03	-08	02	09	08	-14	10
29	-08	-13	-06	-12	-28	19	27	-27	-30	41
30	-04	-03	01	-04	-12	15	09	-23	-15	25
31	-11	19	-04	00	32	-12	-31	16	24	-31
32	-34	13	-07	-10	-16	13	14	-10	-16	19
33	-29	08	-18	07	-12	26	07	-16	-17	22
34	-27	28	10	-01	11	-09	-10	08	04	-08
35	-24	06	-23	-01	-09	10	06	10	-21	14
36	00	-23	10	01	09	13	-11	-04	04	04
37	12	00	09	-09	-18	03	20	-08	-18	22
38	-03	-15	-05	00	15	-28	-08	16	07	-14
39	-15	-03	05	09	10	06	-11	-00	-03	02
40	11	-12	-06	12	-01	-03	03	-05	-02	05
41	-06	-14	07	07	-07	-10	10	-13	-10	15
42	10	-09	11	30	-17	-00	17	09	19	12
43	07	-03	09	19	-02	-03	03	04	-01	-01
44	02	-07	01	19	-04	06	01	-01	-02	02
45	11	-10	07	28	06	-20	-02	23	-05	-08
46	-27	03	01	01	09	-13	-05	03	03	-00
47	03	08	-04	02	-12	14	08	-12	-05	10
48	-09	-30	04	03	28	-21	-25	06	23	-24
49	06	-04	00	07	-07	-11	08	-08	00	04
50	14	-11	00	17	-23	-02	24	-02	-17	16

*A correlation of .21 is significant at the .05 level of probability. (Decimal points are eliminated.)
A correlation of .27 is significant at the .01 level of probability.
The TAQ used a five point scale ranging from Completely Agree at the low end, to Completely Disagree at the high end. Thus, the higher the score the more disagreement, and the lower the score, the more agreement. A positive correlation indicates more agreement with a given item by those teachers at a lower level (Column 1), by males (Column 2), by younger teachers (Column 3), and by teachers with less education (Column 4). A negative correlation would mean the reverse. A negative correlation between percent of students in a given category and response to an item means that teachers who have a higher percentage of students indicated in the column tend to agree with the statement.

APPENDIX J

TEACHER ATTITUDE QUESTIONNAIRE

This appendix contains the Teacher Attitude Questionnaire in the form administered in the Spring of 1972. The analysis in this report is based on the data from that administration.

TEACHER ATTITUDES QUESTIONNAIRE

Teacher's Name ______________________________

School ______________________________

Location ______________________________

Age:
20-25_____
26-30_____
31-40_____
41-50_____
51-60_____
over 60____

Education (check all applicable):
Normal School Degree__________
Bachelor's Degree __________
Master's Degree__________
Other (specify)__________

Grade Level Present Being Taught:

Primary (check one)
Kindergarten____
1st Grade______
2nd Grade______
3rd Grade______
4th Grade______
5th Grade______
6th Grade______

Secondary (circle appropriate grade levels taught)

Junior High
7 8 9

Senior High
9 10 11 12

Number of children__________

Racial Composition:
(give approximate %)
White__________
Black__________
Oriental_______
Mexican-American
(Chicano)________
Indian_________

Estimate percentage of students coming from homes with these socio-economic conditions:

High socio-economic __________%
Medium socio-economic__________%
Low socio-economic____________%

* * * * * *

Interstate Educational Resource Service Center
1610 University Club Building
136 East South Temple St.
Salt Lake City, Utah 84111

TEACHER ATTITUDES QUESTIONNAIRE

INSTRUCTIONS: FOR EACH OF THE FOLLOWING STATEMENTS, CIRCLE THE LETTER WHICH BEST INDICATES THE EXTENT TO WHICH YOU AGREE WITH THE STATEMENT ACCORDING TO YOUR OWN PERSONAL PHILOSOPHY OF EDUCATION.

A. PHILOSOPHY

		Completely Agree	Mildly Agree	Agree As Much As Disagree	Mildly Disagree	Completely Disagree
1.	Academic instruction should be the top priority in any educational program.	A	B	C	D	E
2.	Noisy classrooms interfere with learning.	A	B	C	D	E
3.	Competition is important in schools to prepare students for the real world	A	B	C	D	E
4.	The absence of personally meaningful experiences in school is the major contributor to student dissatisfaction.	A	B	C	D	E
5.	Students should be given a solid foundation in basic skills and fundamental facts and principles before pursuing problems on their own	A	B	C	D	E
6.	The development of a positive self-concept should be the primary goal of a school	A	B	C	D	E
7.	Learning activities should be organized around life experiences rather than around subject areas.	A	B	C	D	E
8.	Most students cannot assume the responsibility for their own learning. They need set assignments, limits, direction, and control.	A	B	C	D	E
9.	Teachers should express their feelings openly to students.	A	B	C	D	E
10.	It is more important for a student to learn how to approach and solve a problem than it is for him to master the subject matter.	A	B	C	D	E
11.	A student's attitudes and self-concept are largely the result of his home environment and cannot be changed to any extent in school	A	B	C	D	E

	Completely Agree	Mildly Agree	Agree As Much As Disagree	Mildly Disagree	Completely Disagree
12. The main purpose of education should be to help each student develop his own abilities and identify his own interests and goals in life.	A	B	C	D	E
13. Most of the problems in today's schools are the result of lack of control and discipline by teachers and principals.	A	B	C	D	E

FOR THE FOLLOWING SECTIONS, PLEASE CIRCLE A LETTER TO INDICATE THE EXTENT TO WHICH THE STATEMENT IS TRUE OF PROCEDURES YOU ACTUALLY FOLLOW IN YOUR CLASSROOM OR OF CONDITIONS THAT EXIST IN THE SCHOOL.

B. PLANNING AND ORGANIZATION

	Completely True	Mostly True	Somewhat True	Not Very True	Not At All True
14. Students are given a major responsibility for classroom management decisions.	A	B	C	D	E
15. Students are grouped in different ways according to the learning task and individual preferences . . .	A	B	C	D	E
16. The individual student's learning needs are diagnosed and recorded to aid in planning individual activities and learning experiences	A	B	C	D	E
17. Textbooks and resource material on many different levels of difficulty are readily available for student use	A	B	C	D	E
18. The responsibility for keeping on-going records of student needs, performance, and progress is shared by the student and teacher.	A	B	C	D	E
19. A student is evaluated by comparing his performance with pre-determined objectives and his individually diagnosed needs rather than with the performance of other students	A	B	C	D	E
20. Parent-student-teacher communication is maintained by joint goal-setting, record-keeping, and conferences.	A	B	C	D	E

C. CLASSROOM PROCEDURE

	Completely True	Mostly True	Somewhat True	Not Very True	Not At All True
21. A student usually has to get permission from the teacher to leave his desk.	A	B	C	D	E
22. Students have the opportunity to change what the class is doing	A	B	C	D	E
23. Materials are kept out of the way until they are distributed or used under my direction.	A	B	C	D	E
24. Many different activities go on simultaneously in my classroom.	A	B	C	D	E
25. Students are expected to do their own work without getting help from other students.	A	B	C	D	E
26. Many materials I have developed can be seen in use by different groups of children	A	B	C	D	E
27. Students may voluntarily use other areas of the building and school campus as part of their school time	A	B	C	D	E
28. As a class we can be seen using the community and field trips as part of the regular program.	A	B	C	D	E
29. Students spontaneously group and regroup themselves for different activities in the class.	A	B	C	D	E
30. Each student makes his own decisions about what he is going to do each day.	A	B	C	D	E
31. I make sure students use materials only as instructed.	A	B	C	D	E
32. My lessons and assignments are given to the class as a whole.	A	B	C	D	E
33. I base my instruction on curriculum guides or textbooks specified for the grade level or subject I teach	A	B	C	D	E
34. The class operates within clear guidelines which I make very clear and explicit.	A	B	C	D	E

		Completely True	Mostly True	Somewhat True	Not Very True	Not At All True
35.	Student desks are arranged in rows facing the same direction.	A	B	C	D	E
36.	The students spontaneously look at and discuss each other's work	A	B	C	D	E
37.	Students play a major role in setting their goals and identifying their own needs	A	B	C	D	E

D. SCHOOL ATMOSPHERE

		Completely True	Mostly True	Somewhat True	Not Very True	Not At All True
38.	The school is too noisy.	A	B	C	D	E
39.	Students are friendly at this school.	A	B	C	D	E
40.	Students here are treated as responsible persons by the staff.	A	B	C	D	E
41.	Students have a great deal of say in what the school rules are to be.	A	B	C	D	E
42.	Teachers are interested in the personal problems of students here.	A	B	C	D	E
43.	Teachers are friendly with students and one another	A	B	C	D	E
44.	This school is a pleasant place to be	A	B	C	D	E
45.	The principal is warm and friendly with students at this school.	A	B	C	D	E
46.	Teachers and administrators are not strict enough with students at this school.	A	B	C	D	E
47.	Students and teachers treat each other with respect at this school.	A	B	C	D	E
48.	Students do not have enough respect for school property.	A	B	C	D	E
49.	Most teachers are willing to hear student complaints.	A	B	C	D	E
50.	Most teachers here take a personal interest in students.	A	B	C	D	E